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ABSTRACT

This training manual was developed to provide newly appointed first-line supervisors in vocational rehabilitation with principles and techniques of casework supervision. Chapters cover: (1) agency goals and the function of the supervisor in establishing, maintaining, and involving those he supervises in the goal-setting and goal-reaching process, (2) consultation within and outside of the agency, (3) observing and evaluating the service-giving that occurs under the supervisor's direction, (4) training provided by the supervisor, (5) communication and inter-personal relationships, (6) professional and personal growth, and (7) management and supervision of the district office. Several activities and a bibliography are appended. (SB)

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PRINCIPLES AND PRACTICES FOR FIRST-LINE SUPERVISORS IN REHABILITATION

EIGHTH INSTITUTE ON REHABILITATION SERVICES

a training guide

VT013995

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Social and Rehabilitation Service
Rehabilitation Services Administration

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PRINCIPLES AND PRACTICES FOR FIRST-LINE SUPERVISORS IN REHABILITATION

A Report from the Study Group on Principles and Practices
for
Effective First-Line Supervision in Rehabilitation Counseling

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May 17-20, 1970

St. Louis, Missouri

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The materials in this publication do not necessarily represent the official views of the Rehabilitation Services Administration nor of State vocational rehabilitation agencies. They do, however, reflect an attempt by State vocational rehabilitation workers to explore a significant aspect of their programs in order to encourage evaluation and stimulate professional growth.

FOREWORD

First-line supervision in vocational rehabilitation requires in large measure the skills and techniques of supervision in any setting. But it is also unique, incorporating as it must the myriad of professional disciplines, procedures, and techniques brought to bear on rehabilitation of the disabled.

This training manual, developed by the Eighth Institute on Rehabilitation Services, provides excellent entry into examination of most of the problems facing the new supervisor. Used in conjunction with the training materials on rehabilitation of the urban and rural disabled disadvantaged, also developed by the Eighth Institute on Rehabilitation Services, this manual promises to make a significant contribution to State agencies as they continue their growth and effectiveness in serving all the disabled, whatever their background.

Edward Newman

Edward Newman
Commissioner

PREFACE

The Institute on Rehabilitation Services (IRS) was initially developed through the joint planning of the Council of State Administrators of Vocational Rehabilitation, the Vocational Rehabilitation Administration, and leading members of the former Guidance, Training, and Placement Workshops. Objectives of the IRS include:

1. Identification of problem areas in the rehabilitation process.
2. Development of methods for resolving identified problems.
3. Development of methods for incorporating solutions into state programs.

When the IRS Planning Committee for the 1969-70 studies met in Washington, D.C. in March, 1969, a major problem identified by the committee was the need for the development of a handbook for newly appointed first-line supervisors which would set forth the principles and techniques of casework supervision. The development of this handbook was subsequently assigned to Prime Study Group III. This report gives the results of the group's efforts.

Credit for researching and developing chapters is as follows: Marvin O. Spears, Chapter I, AGENCY GOALS--PERSONAL AND PROFESSIONAL; Dale Reeves, Chapter II, CONSULTATION IN REHABILITATION; Harlan Watson, Chapter III, TOOLS OF CASEWORK SUPERVISION; Clayton Morgan and Morgan Vail, Chapter IV, THE SUPERVISOR AS A TRAINER; William Bean, Chapter V, COMMUNICATION AND INTERPERSONAL RELATIONSHIPS; Pat Sutherland, Chapter VI, SUPERVISORS' PERSONAL AND PROFESSIONAL GROWTH AND DEVELOPMENT; and Louis Klimper, Chapter VII, ADMINISTRATIVE ASPECTS OF FIRST-LINE SUPERVISION.

ACKNOWLEDGMENTS

Members of the Prime Study Group on "Principles and Practices for Effective First-Line Supervision in Rehabilitation Counseling" had a great deal of advice, consultation and practical assistance from various groups and individuals in preparing this document. We feel that it is important to identify outstanding individuals who assisted the group in preparing materials submitted to the Total Study Group in May of 1970 at St. Louis, Missouri.

In the first instance, we would like to express our deep appreciation to Mr. Les Blankenship, Rehabilitation Consultant, Rehabilitation Services Administration, for his help, guidance and advice in the general conduct of the study. He was ever available and helpful to us in our work. Likewise, Mr. Curtis Little, General Chairman of the 1970 Institute on Rehabilitation Services, was a tremendous help to our committee. Mr. Little attended one of our committee sessions and made significant contributions to our work.

We would like to express particular appreciation for the contributions made by three practicing first-line supervisors from the California Department of Rehabilitation: Mr. Buel Dover, Rehabilitation Supervisor, Napa State Hospital Program, Imola, California; Mr. Joe Kimmel, Rehabilitation Supervisor, San Francisco, California; and Miss Marion McIntyre, Rehabilitation Supervisor, Oakland, California. These individuals participated with the Prime Study Group by reviewing carefully some of the preliminary materials and offering suggestions, comments and constructive criticisms from the point of view of a practicing first-line supervisor.

The Directors and staffs of the State Rehabilitation Agencies of Oregon, California, Arizona, Texas, Ohio, Kansas, Florida, Michigan, Illinois, Oklahoma, and Alaska, upon very short notice, responded one hundred percent to requests for data concerning the consultation processes in their states. For this cooperation we owe our deepest gratitude.

We also wish to pay tribute to Mr. Roland Vikre, Graphic Artist, California Department of Mental Hygiene, for his art work. Mr. Vikre created the line drawings preceding each chapter which we feel enhance the publication.

Finally, we wish to acknowledge the help and contribution of all the members of the Total Study Group meeting at St. Louis in May of 1970. The group was productive and effective and the ideas and comments presented shaped to a significant degree the final publication.

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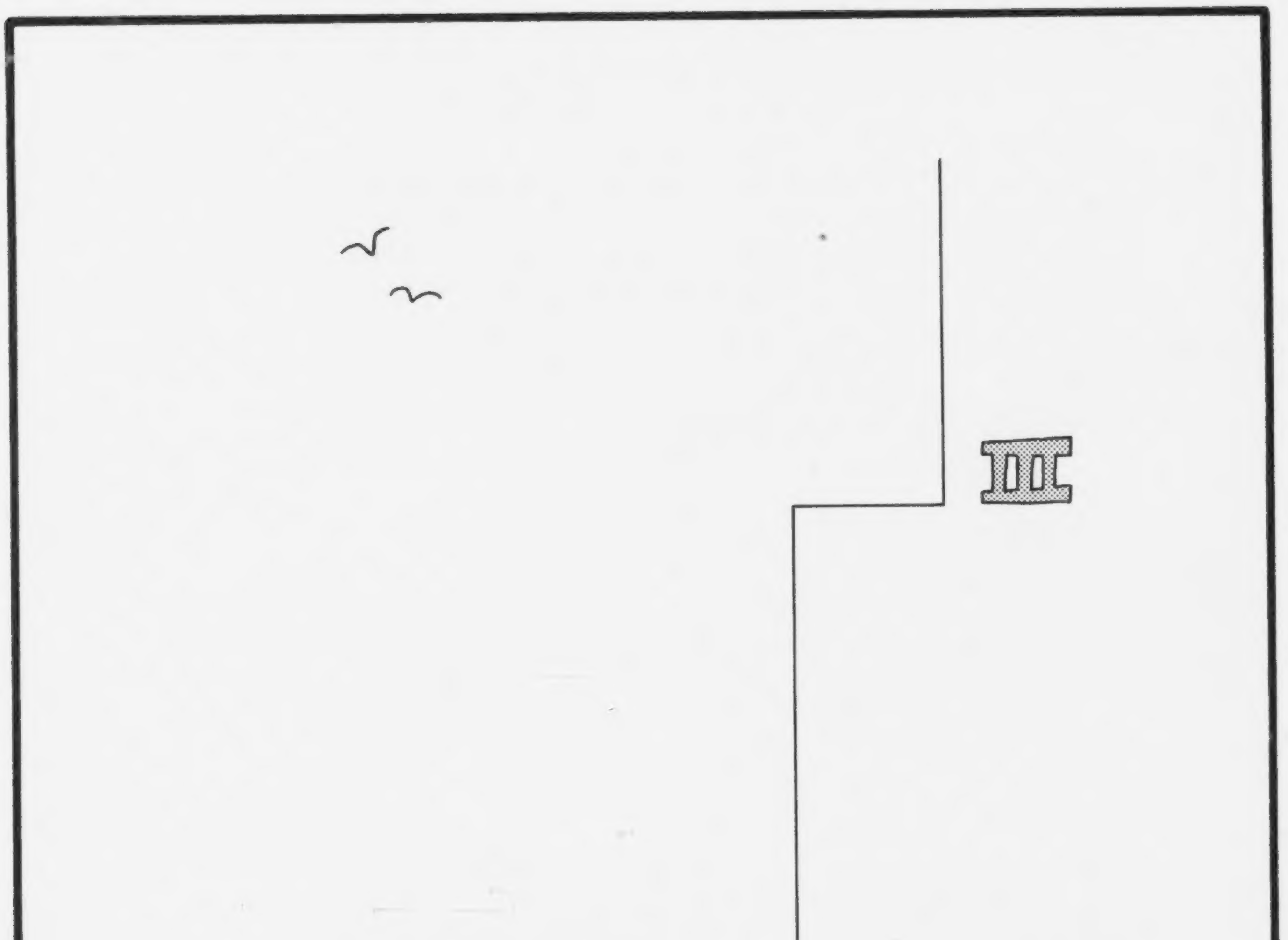


INTRODUCTION

INTRODUCTION

Supervision is certainly one of the most crucial elements of the rehabilitation program. Effective supervision can have a vital effect on raising the morale of an agency, increasing its efficiency, and improving its relationships with clients and others. The field of supervision has not been completely neglected in past publications of a rehabilitation nature. In the Guidance, Training, and Placement series, as well as specialized bulletins and journal articles, some portions of the rehabilitation supervisor's job have been discussed. Little of this material is current. It is widely scattered and there has been no attempt within the last several years to integrate the information in a meaningful manner.

The need for supervision in rehabilitation is constantly increasing. The current era of rapid expansion, not only in the number of people available to do the rehabilitation job, but also rapid expansion in the concept of what the job to be done encompasses, has resulted in a large number of inexperienced supervisors and supervisees.

Recognizing these problems, the Planning Committee of the 1969-70 Institute on Rehabilitation Services assigned to Study Group III the topic, "Principles and Practices for Effective First-Line Supervision in Rehabilitation Counseling." The Planning Committee designated the purpose of this Study Group "...to develop a handbook for newly-appointed first-line supervisors which will set forth the principles and techniques of casework supervision." The charges were specified:

1. "Develop the handbook in such a way as to insure proper balance between the casework aspects of supervision and the management aspects of supervision."
2. "Give particular attention to the supervisory function as it relates to a counselor's ability to appreciate, work with and seek out clients who have cultural backgrounds different from his own."
3. "When developing the materials
   a. be as specific as possible;
   b. draw on experienced professional supervision from other fields such as nursing, social work, psychology and so forth."

At its first meeting, the Prime Study Committee considered these charges and attempted to limit the scope of the study in such a way that the charges could be met while allowing for completion of the work within the specified time period. Recognition was given to the wide variety of job titles found within the State-Federal rehabilitation programs.

The study is devoted to first-line supervision regardless of the job title this responsibility might be given in a particular agency. Put in another way, the study is devoted to the position which is responsible for the supervision of the counseling function of a rehabilitation agency.

The primary emphasis of this study has been devoted to supervision of the case service aspects of rehabilitation. The document is directed toward the supervisory function of the provision of services to clients rather than toward the supervisor as a position in an organization chart.

The publication is divided into seven chapters. The first chapter pertains to agency goals and the function of the supervisor in establishing, maintaining and involving those he supervises in the goal-setting and goal-reaching process.

Chapter II considers the consultation aspects of the supervisory function. Included in this chapter is a discussion of the use of consultants from outside the agency as well as the consultation process with individuals within the agency.

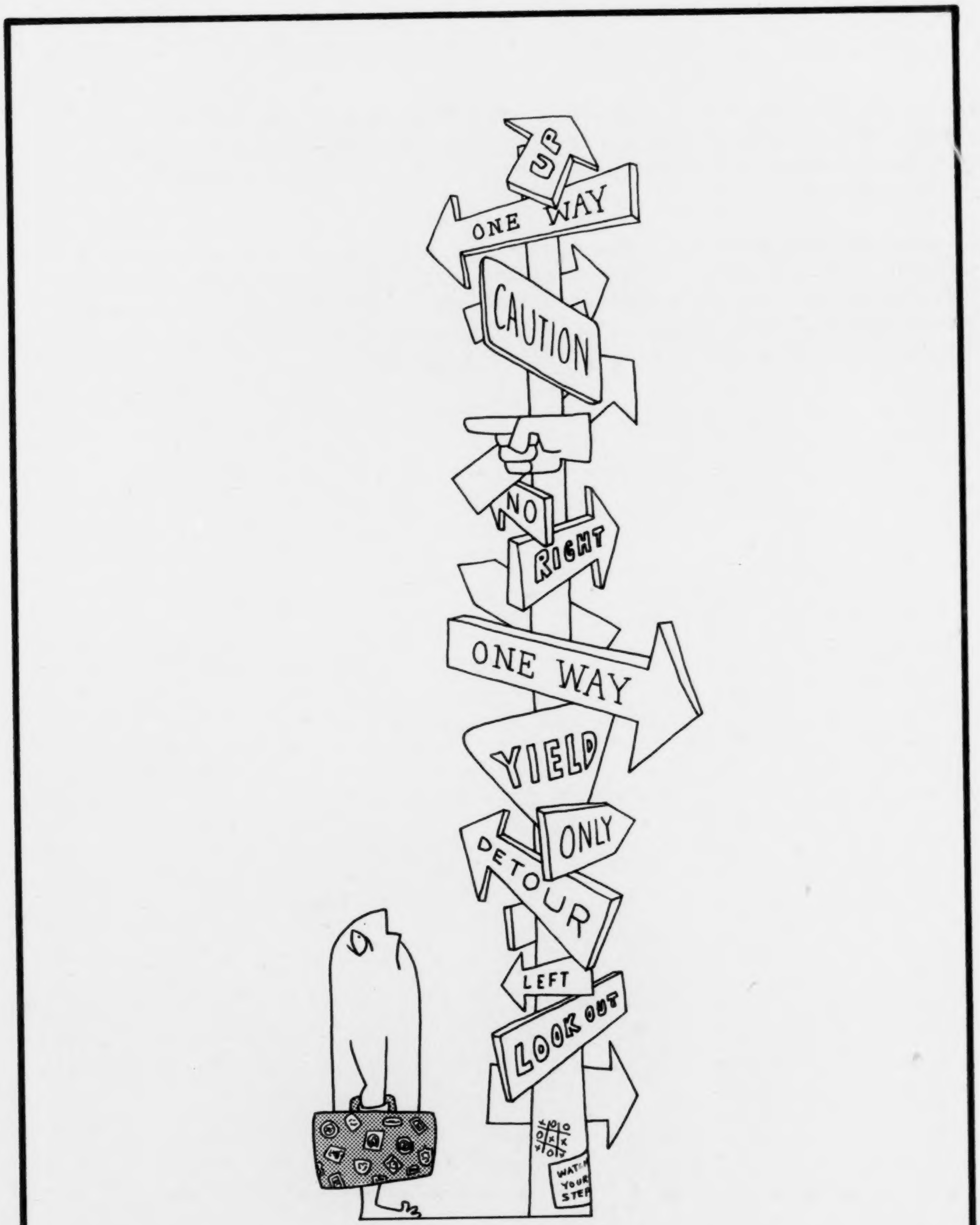
Chapter III examines the supervisory function of observing and evaluating the actual service-giving that occurs under the supervisor's direction. The obtaining of information, either directly or through statistical reports, and the use of this information are topics of the chapter.

Chapter IV discusses the training aspects of the supervisory function. This chapter contains not only the methods and procedures of training, but also the basis on which learning takes place and the supervisor's responsibility to assure that conditions conducive to learning are present.

In Chapter V communication and inter-personal relations provide the subject matter. Within this chapter sensitivity to others and the ability to seek out, appreciate and work with people of differing backgrounds and value systems is stressed.

Chapter VI consists of a discussion of professional and personal growth. The growth of the supervisor and creation of a milieu in which he can grow and develop both personally and professionally are considered.

The last chapter discusses the management aspects of the supervisor's position. This chapter does not relate specifically to case service supervision, but to the immediate problems of supervision and management of the district office itself. Problems occurring in the establishment of a new office are also included.


UP
ONE WAY
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LOOK OUT
WATC YOUR STEP

WHAT'S IT ALL ABOUT

CHAPTER I

AGENCY GOALS
(What's It All About?)

WHY BOTHER

Have you ever heard of the fellow who, having lost sight of his goals, redoubled his efforts? He has been labeled a fanatic, a dimwit, or a zealot. However, many persons involved in rehabilitation find themselves in this position, unsure of their objectives, their calling, the grand design of their agencies--unable to articulate the reasons for the existence of a vocational rehabilitation agency.

Everyone agrees that goals are important--that they affect the kind and quality of services provided to clients, and that they are closely tied with the role and function of a supervisor. It is fruitless to argue how to travel to a destination, if that destination is not known. In this chapter goals and objectives will be discussed; what their function is in vocational rehabilitation; what is meant by goals; how goals are set; what can be done about conflict between differing sets of goals; and how goals relate to the entire process of case services supervision.

Some years back, the then Office of Vocational Rehabilitation of the Department of Health, Education, and Welfare contracted with a private management consulting firm to study the management of the Vocational Rehabilitation Program and develop a training program for first-line supervisors. Among the findings presented by this management consulting group was the idea that those vocational rehabilitation agencies with a strong sense of direction tended to be the most effective. Why was the agency whose staff members knew and accepted the organization's goals more effective?

The answer lies partly in the function of goals in a work organization; the goal of goals, as it were, although the number and size of work organizations that do not have a clear picture of their goals and objectives is often surprising. Goals point the way and serve as sign posts, or bench marks as work progresses. Expressed in behavioral terms, they serve as a monitor on work behavior. They help in making day-by-day decisions--those little incremental steps that so vitally affect the direction and focus of an agency. A supervisor with a set of clearly stated objectives can guide his counselors in a more meaningful and effective way. Those day-by-day decisions become less troublesome and more purposeful.

Secondly, goals give a sense of purpose--a sense of belonging to a work organization that has some reason for being. They help in reviewing personal goals and values to determine if vocational rehabilitation is a proper vocation for particular individuals. Psychologically, a set of purposes is needed for work activity. Contained in the Creed of a national service organization is the statement: "Work gives meaning and purpose to life."(9) An organization's goals have the effect of telling its employees and the world just what those specific purposes are. Vegetables can exist handsomely without goals, but humans cannot.

Third, goals provide the supervisor with a mechanism for the control of his operations. Provided they are properly set and periodically reviewed, goals can be a valuable asset to the supervisor in directing the work efforts of his counselors. Goals, as they become accepted and a part of a counselor's thinking, can act as guides to his work. The supervisor can thus direct his operations on the basis of goals and objectives rather than on lists of "do's and don'ts." He can direct more of his attention to the "why" and "what" of the counselor's job and less to the "how." This is important since several studies have shown that supervision that is very close and very specific in nature tends to yield less productivity than supervision that is general in scope.

Fourth, goals can give the supervisor some assurance that he is doing his job the way it ought to be done. Frequently, a supervisor operates independently in an office many miles from the central administration of the agency. It is difficult for him, on occasion, to be sure that he is part of the organization--that he is not out in orbit by himself. A clear statement of goals can give him confidence that he is "with it" so far as his agency is concerned--that he is vibrating on the same frequency as his administrators.

Fifth, goals can be stimulators for the supervisor. He needs stimulation and inspiration in order to rise above everyday functioning and achieve greater things. He can become engrossed in his personal objective of holding his own job, which is well enough and natural, but is capable of more and better achievement, and goals can help motivate him toward better things.

Finally, a vocational rehabilitation agency is a work organization. The public has a right to expect a forthright statement of the purposes of this work. This is vastly more important today, since more money and staff positions have been added to vocational rehabilitation agencies. With these added resources has come closer scrutiny by those providing them--the Congress, state legislatures, and government executives. More and more progress is required to justify the use of these resources. If the tremendous momentum in the program is to be maintained, the agency must be able to clearly state its objectives. It must do so in order to show that vocational rehabilitation is one of the most effective, efficient and vital social action programs in existence today.

The basis for requests for more resources and the justification of agency actions must be a demonstration that these goals are worthwhile and necessary and that they can be achieved at a reasonable cost.

Many State Vocational Rehabilitation agencies have become, or will become, part of their state's Planning, Programming, Budget System (PPBS). This system of program planning and budget development will give agencies an unprecedented chance to demonstrate the services of the Vocational Rehabilitation Program. If this is to be accomplished, the establishment of goals and objectives will be the necessary first step. Also many State Vocational Rehabilitation agencies as well as the Rehabilitation Services Administration are adopting a "Management by Objective" mode of operation. This system of management--old but newly re-discovered--has as its premise the establishment of a set of objectives for the organization. It gives all persons interested in vocational rehabilitation a better means of judging the effectiveness of the program.

WHAT ARE WE TALKING ABOUT?

Just what are these "goals"that have been presented as being so all-fired important? Previously the importance of goals was discussed; their actual nature is another matter.

When a mosquito bites, the wound he leaves stings and itches. It is uncomfortable and no one likes to be uncomfortable. One is also irked at that mosquito. At this point a mini-goal is set--to get rid of that discomfort and prevent such a happening in the future. Having this goal in mind, he smacks the mosquito and scratches the wound. If his psychological makeup and values had been different, he might have brushed away the bug and applied ointment to the wound. (Buddhist monks, for instance, are prohibited from killing any living thing--even mosquitos--thus they would not smack the mosquito.) This silly example is designed to show the relationship between goals, values, problems, and alternative solutions to problems.

The supervisor has a problem; he seeks various ways to solve the problem; he chooses that alternative solution that seems most effective and fits with his values. He then has a statement of a goal. In vocational rehabilitation, society's identification of the employment problems faced by handicapped persons is recognized. This identification is also based on society's values--that each person has individual worth and merit. A goal is established by settling on a solution to the problem that appears to be effective and fits very comfortably with the values of society. This goal, in very broad oversimplified terms, is to help handicapped individuals overcome job-related problems by providing a set of services to them which are called vocational rehabilitation services.

It becomes clear as the notion of goals is examined that they come in many sizes, shapes and colors. Some are very broad and all-encompassing; others are very specific, detailed in nature. Many goals are applicable for the entire vocational rehabilitation movement, some for each State Vocational Rehabilitation agency, others for district and field offices and still others for each individual job in vocational rehabilitation. A few goals can apply equally across all organizational lines. Obviously, some goals are more important than others.

A supervisor in a vocational rehabilitation agency will need to know and understand the broader mission of the agency. He will need to be a part of the process of setting and re-evaluating the goals. However, the supervisor must also deal with the troops back at the ranch. He must be able to interpret not only the overall goals of the organization, but more importantly, he must be able to formulate goals for his district office or unit. To do this, he might wish to use a definition of goals and objectives often followed in PPB systems:

> Goal--The broad, general end purpose to which an organization is directed. It does not stipulate a time period for accomplishment, and does not include any numeric standards.
>
> Objectives--A specific target, a level of service or a level of output which can be achieved in a specified period of time. It usually contains numeric standards or indicators, and frequently contains cost factors.

Thus goals are more general and more applicable to the entire vocational rehabilitation agency. Objectives, however, can be quite specific and can be formulated for units within the State and for individual staff members. As the supervisor considers his task of formulating objectives, he should keep in mind what one author feels to be criteria for good objectives:

1. Is it, generally speaking, a guide to action?
2. Is it explicit enough to suggest certain types of action?
3. Is it suggestive of tools to measure and control effectiveness?
4. Is it ambitious enough to be challenging?
5. Does it suggest an appreciation of external and internal constraints?
6. Is it related to both the broader and the more specific objectives at higher and lower levels in the organization?(3)

The task of formulating goals (for the agency) and objectives (for offices, counselors and other staff) is not an easy one. It involves a great deal of time, talk, and thinking on the part of those involved. It is, however, well worth the effort.

Before discussing "how to do it," it might be well to examine how broad goals and objectives come into being. The detailed formulation of goals and objectives is largely left to agency personnel, but the form and elements for goals arise from the ideas and values of:

1. The body politic.
2. Handicapped persons (the clients).
3. The professionals serving them (rehabilitation agency staff members).

Each of these groups recognizes problems faced by handicapped persons in relation to employment, although each perceives it in different ways. Each group has certain notions as to what ought to be done about the problem, but again these notions may not coincide. Each group brings to the process a different set of perceptions about the handicapped and employment, and each sees the situation from a slightly different viewpoint.

It is eminently reasonable that all groups should in some way be involved in the process of setting vocational rehabilitation goals and objectives. The body politic pays the freight. Since taxes operate vocational rehabilitation programs, it is axiomatic that taxpayers have something to say about what is done, and how. Correspondingly, the professionals are expected to carry out the steps which lead to the achievement of the objectives. They do the work. If they do the work, they ought to have a say, perhaps in more depth than the body politic, since they know more about the subject. Also, they can reflect and expand upon the needs of handicapped persons. The handicapped themselves are no doubt the most important group involved, since what is done is intended to benefit them. They must express their needs--their views and their values--and these must be heeded. After all, vocational rehabilitation professionals are in business to meet these needs.

At the State level, these groups and their conceptions of vocational rehabilitation converge at the point of the State Vocational Rehabilitation Administration, specifically the State Director. He must be sure that all points of view are represented, that they are amalgamated and interwoven in such a way as to assure each group that the agency is doing what needs to be done and is doing so in an appropriate and efficient manner. He gets guideposts and indications as to the taxpayer's views from the legislators and government executives; he gets the views of the staff through his administrative channels, from professional organizations, and from personal contact; he gets the views of the handicapped from direct contact, letters, advisory committees, and research studies. Obviously, it is a neat trick to balance the views and needs of these groups in determining objectives and methods of achieving these objectives. If he fails to satisfy professionals, he loses his staff. If he fails to satisfy the needs of the handicapped, they stay away in droves, cause commotions, or worst of all, do not become rehabilitated. If he fails to satisfy the body politic, resources are withheld. Thus, the job of integrating all views is a difficult one, and one that should be understood and appreciated by the supervisor. There are times in the operation of his office when an objective or a priority may not appeal to him. It may be that in this instance, the State Director is trying to balance the views and values of the groups mentioned above.

HOW DO WE DO IT?

Having established that goals are important and having made an attempt at stating what they are, some notion as to how goals and objectives might be established within a vocational rehabilitation agency should be examined. Of course, this represents a suggestion, not divine inspiration. The business of goal-setting is tricky. It involves many aspects of human behavior, some obvious, some very subtle. What is suggested here are some important factors to consider when this activity is undertaken.

Participation

How would it feel if a supervisor came into the office with the information that next year he would expect the office to double its output with half the resources? Anyone would probably grind his teeth, snarl, spout off, and perhaps quit. Not that the objective was unobtainable or undesirable, because perhaps it was, but he would react vigorously because he would resent having a set of responsibilities thrust on him with no chance to react--no chance to present his views and facts. His reaction would be typical. Anyone resents arbitrariness, and does not do his best work when objectives are forced on him. He may not resist actively, but he will resist. Participation of those performing the work is essential in setting objectives, if the work is to be done properly and at a reasonable cost. HOW this participation is obtained by the supervisor will vary from state to state. Speaking in terms of "closure" objectives, some states ask each counselor for his estimate and the total becomes the State "closure" objective. Other states provide for reviews of counselor objectives by supervisors and administrators; other states set some guidelines for each counselor, that is, general caseload--from forty to seventy cases per counselor; other states have other systems.

Also, the supervisor's personal style of leadership will affect how participation is obtained. Whatever the style of system the supervisor uses, openness will be essential if the participation and involvement of the person affected is to be obtained.

Timing

Objectives should be established in advance. This sounds simple, but it is not always easy to do. Perhaps the best way to assure that objectives are set in advance is to develop a cycle for establishing objectives and reviewing the progress toward achievement. This should be done so as to allow time for discussion and participation of the persons involved. Some agencies start the process for developing "closure" goals in motion on January 1, so that all affected will have time for participation and the final figures will be available for inclusion on the A-1 Report (Program and Financial Plan for Vocational Rehabilitation Agencies), which is usually due during May. By allowing sufficient time for the development of objectives, time is also allowed for the distribution of the written objectives before the period starts. Objectives should be written and known both to the supervisor and the counselor in advance.

Types

When "goals" and "objectives" are mentioned, a supervisor thinks immediately of "closures" as if "Charlie Brown should obtain 73 status 26 (closed rehabilitated) closures in fiscal year '71." He tends to think that the number of closures to be achieved by a counselor is all there is to objectives. Quantity of closures is very important, of course, but it is also important for the supervisor to consider the development of objectives of other types in addition to his closure objectives. For instance, there are several different kinds of objectives that can be established; below are a few examples:

A. Quantity:
   1. To produce 73 closures, status 26 in FY '71.
   2. To accept for service 65 persons.
   3. To place in employment 34 individuals.
   4. To accept for service 10 percent more welfare recipients than last year.

B. Time:
   1. To reduce the average time it takes for an individual to move from status 00 (referral) to accepted status, from 6 weeks to 4 weeks.
   2. To respond to a call from an employer within 24 hours.
   3. To obtain a medical report on each new applicant within 2 weeks.

C. Cost:
   1. To reduce the average cost per client served from $900 to $810 (10%).
   2. To reduce expenditures for transportation by 10 percent.
   3. To reduce by 10 percent the amount of time spent in dictation (counselor's time costs money).

D. Community and Public Relations:
   1. To improve relations with the local welfare office so that no letters of complaint will be sent this year.
   2. To produce one human interest story concerning a client for the local newspaper each month.
   3. To give one talk to a community group at least once every two months.

E. Supportive:
1. To develop a simplified filing system, so that less time need be spent in filing, and so that necessary materials are quickly available.
2. To complete required computer reports within two days after receipt.
3. To upgrade the office occupational information file.

F. Quality:
Notice that this was left until last. This is so because if six supervisors met for a discussion as to what constitutes "quality" in rehabilitation, eight different opinions would emerge. Quality is a difficult concept to deal with in any field of endeavor, and vocational rehabilitation is no different. No totally acceptable definition of "quality vocational rehabilitation services" has ever been developed. Yet this does not mean that the matter of quality should be omitted from this review of the establishment of objectives. Probably, given sufficient facts and background information, most rehabilitation supervisors could agree when quality services definitely had been provided and when they definitely had not. Quality has some relation to promptness of service to a client, providing the service the client needs to become employable and employed, and doing so without alienating the client from the agency. This, however, is about as far as anyone can go in conceptualizing quality services.

While no one can define and measure what is meant by quality, he can examine some of the elements thought to go into quality work. The process by which a counselor provides services and some of the specific tasks he performs can be examined with the hope that by improving these tasks and processes quality service will be improved. With this in mind, then, the possibility of objectives such as these can be considered:

1. To improve the counselor's ability to administer and interpret psychological tests.
2. To improve the counselor's skills in listening in an empathic way.
3. To develop and maintain relationships with clients in such a way that they will inform the counselor of changes in address.
4. To have communication with all clients either in person or in writing, at least every three months.
5. To document counseling goals and counseling activity that takes place in each case.

As can be seen from these examples, the objectives tend to be less specific and tend to become intertwined with the means for achieving them. They may not hit the mark directly with respect to quality, but they are the best that can be done today, considering the state of the art.

The purpose of discussing all of these types of objectives is to show that no one should limit himself to matters of quantity alone, even though this is a very important area for objective-setting. In addition, the supervisor needs to be concerned with having the capacity in his unit for providing vocational rehabilitation services in the future, and some of these types of objectives have a very real bearing on being able to service clients tomorrow. Too, .some areas are more important than others and this implies:

A. Priorities:
Some ordering or ranking of objectives is an important part of the process of objective-setting. Not all objectives carry the same weight. This ranking of objectives is one of the ways in which counselors' and supervisors' objectives mesh with the more global goals of the agency. Also, priorities change from time to time. Here, the supervisor must rely on his relationship with his supervisor and on the system in his agency for getting the participation of all persons affected in the organization. The supervisor's priorities must mesh with those of his supervisor just as the priorities for his subordinates must mesh with his. Priorities are necessary also, since there is just so much resource available to do the job--resources in terms of manpower, money, and psychological commitment. A person can be committed--in a psychological sense--to just so many objectives.

B. Specificity:
In order to be meaningful, objectives must be written as specifically as possible. Glittering generalities will not do, since no one would ever know when (or if) the objectives had been achieved. Also, generalities tend to clutter thinking and diffuse efforts. Perhaps some examples might show the value of specificity:

Excellent:	To increase by ten percent during the next year the number of individuals closed as rehabilitated who were receiving welfare assistance at the time of referral to vocational rehabilitation.
Fair:	To rehabilitate many more welfare recipients next year.
Poor:	To serve more welfare recipients.

C. Measurement:
Whenever it is humanly possible, objectives should be written in such a manner as will permit the measurement of success in reaching the objectives. This, of course, involves specificity, as shown above, and often means that numbers should be attached. However, it also means that with a little thinking and discussion, objectives can be rephrased so that they are measurable. For instance, everyone is concerned with improving our public relations. Good public relations are hard to measure, but some elements of good public relations can be measured. A proper goal might be the reduction by X percent of the number of complaint letters received. Just contemplating how this goal could be achieved could prove a most valuable exercise. It is necessary to be able to measure progress so that it can be evaluated. Some kind of yardstick is needed so that one can say, "That thing is six inches long (measurement) and that is not long enough (evaluation)."

D. Challenge:
Objectives must be challenging to be effective. This is the major goal of goals--to stimulate toward better achievement. They must be able to make one stretch and reach, to put in that extra ounce of effort. When the objectives are established with the participation of the persons involved, they make the adrenalin flow, key one up to his finest effort, cause him to take stock of what is standing in the way of achieving those goals. Sometimes individuals recognize the need for objectives that are a challenge and will act accordingly; sometimes, however, others do not recognize this need or will expect their supervisor to provide it for them. The supervisor will want to watch with sensitivity the reaction of his staff, as some will wish to set very high goals, while others will wait for his urgings. Challenging though they must be, objectives must also be--

E. Realistic:
Objectives that are inconceivably high will most often cause a person to despair. If he does not recognize that an objective is unobtainable until after he has tried his mightiest, he then blames his supervisors for not advising him. It would be fine to have as an objective the moving of a mountain, if the internal and external resources to really do this job were available. But perhaps it would be better to settle for moving six shovel-fulls of the mountain this year, and eventually the job would be done. The balance between challenge and realism in objectives is a difficult one to strike. Obviously, it

will not be the same for all employees. Each employee gets "turned on" or "turned off" in different ways, and the effective supervisor will know these ways and will aid his counselor in formulating objectives that are both challenging and realistic.

All of the factors listed above affect, in some way, the effectiveness of the objectives that are established. All should be carefully considered when a supervisor goes about setting goals. However, he should not get "up tight" about assuring that every factor is fully covered. It is much more important just to start the business of objective formulation and let the refinements take place as goals are reviewed and reformulated. The supervisor should settle for something less than perfection in his goals. The function of setting goals is far more art than science.

It is well to remember, as a final note, that objectives are not fixed and immutable. They should and must change as needs and values change. This means that the objectives that are set up should be re-evaluated and re-established periodically. This also may sound self-evident, but it is altogether too easy to set goals once, and having done so, rest ....forever.

CONFRONTATION AND RECONCILIATION

Peter Drucker, a noted scholar in the field of business management, once said that,

> The organization should integrate individual goals and organizational needs; individual capacity and organizational results; individual achievement and organizational opportunities.(2)

This represents a monumental mission for any organization and one that has been striven for in work organizations for generations. There have been many volumes written on the subject of the individual and his goals, vis-a-vis the organization, and no simple commentary will forever dispel the fog and controversy on this subject. However, since it is a day-by-day problem that confronts the supervisor, it is best to approach the subject, albeit, humbly. Like any other problem, this one can be an opportunity in work clothes.

Once the goals have been set, the supervisor's responsibility is to see that every effort is extended to see that they are achieved. His job is to maintain the integrity of the objectives--to see to it that they do not get modified and mitigated beyond all recognition. This does not mean that goals do not change, but it does mean that they do not change, willy-nilly, at the whim of individuals. As was discussed previously, goals represent a network of interlocking obligations in a work organization. One member cannot, without affecting the entire organization, tamper with the goals. When modifications are needed, they should be made between the supervisor and employee, with the supervisor acting as advocate and interpreter of the overall goals of the agency. It is his job to mediate and interpret where conflicts arise. Conflicts and disagreements on goals will arise; they will arise between the supervisor and his counselors and between the supervisor and his supervisor. These conflicts will be resolved, one way or another, and it might be well to examine carefully how they can be resolved with the least amount of undesirable consequences. Since handicapped persons are served from within the structure of a work organization, take a look at the problem of conflict of goals from the standpoint of a work organization and see what might be done to avoid conflicts when possible and to handle them effectively when they do occur. If approached on the basis of an organization problem, problems arising out of individual cussedness can be relegated to other books.

How Do Conflicts Over Goals Arise?

A. Twenty years ago, vocational rehabilitation personnel were sociologically quite similar to one another. They were, for the main, white, middle-aged, middle-class men who had entered the field of vocational rehabilitation from the field of education. There were fewer total persons involved in vocational rehabilitation by a substantial margin. There were no formal training programs to prepare workers for vocational rehabilitation. It is safe to say that they held many values in common, even though they worked in different State agencies around the country. They were, then, a rather homogeneous lot.

Today, however, we see quite a different pattern of counselors emerging. According to a Western Reserve Study (11), rehabilitation counselors are entering the field at a younger age than previously. They have more training specific to vocational rehabilitation than before. There are many more women and non-white individuals working as counselors than ever before. Rehabilitation counselors today come more from metropolitan and urban regions than before. From the standpoint of family backgrounds, today's counselors represent a much broader cross section of America than counselors of earlier days who tended to come from rural areas and who had parents who were skilled manual workers. Also, more individuals with personal experience with disability are entering the field than before.

All of this points out that today's counselors--and to some extent today's supervisors--may not hold exactly the same values as their supervisors.

The homogeneity that once characterized vocational rehabilitation is gone. One can overstate the possibility of differing attitudes toward vocational rehabilitation on the part of today's counselors, but it is equally unwise to ignore the possibility of conflicting views and values. Communication between new staff members and old supervisors will depend on the recognition of the differing values and views held. Communications will be the key to minimizing conflict.

B. Today it is the "in" thing to protest--to have a confrontation. It is popular for individuals who feel they are not treated properly to cause some commotion--to stick pins in the administration. Authority does not carry the same value it did at one time. Individual--as distinct from organizational--goals seem to carry more weight today. There seems to be less individual identification with organizations, especially large ones. The communication problems that exist in any organization are magnified by this trend towards activism. This climate can lead to conflicts over goals since, for most, goals represent important values.

C. Another fact of life in vocational rehabilitation is the growing professionalism among counselors and other agency staff members. Twenty years ago rehabilitation counseling was an occupation; today, it is fast becoming a profession and with this development come statements of values. Obviously, agency goals must be in general congruence with professional goals or serious problems will arise. Also, it is important to note that the profession of rehabilitation counseling needs to be involved in the establishment of goals, if their commitment is to be forthcoming. The rehabilitation profession, developing independently of the State Vocational Rehabilitation Agency (although not in isolation), has developed values and views of its own as to what ought and ought not to be done in serving handicapped persons. These organizational views must be heard and must be recognized by vocational rehabilitation agencies. From the standpoint of the supervisor, he will do well to recognize the motivation for professionalism in his counseling staff and to listen attentatively to their views.

D. Perhaps the largest contributor to conflict over goals is lack of participation. This again is a function of our changing times, since in years gone by it was not considered necessary or even very desirable to consult any employee relative to his goals. Today, however, participation is the by-word of management, almost to a fault. Recognizing that participation can also be used by management as an excuse for lack of leadership, it must also be recognized that the days of unilateral action in setting goals are gone.

Everyone can recognize the need for participation in setting goals, but the methods for achieving it are elusive and change from time to time. As was mentioned earlier, there is no simple formula for assuring the participation of employees in the process of setting goals. Each agency, supervisor and office differ considerably in climate and history. A technique which works well in one office may lead to chaos in another. The key is that if an individual has not participated in setting the objectives for his job, he will not be committed to them. When he is not committed to them, he may--quit; sit on his thumbs; or create confrontations which the supervisor will have to deal with.

Finding the best method for getting the full involvement of staff in the objectives-setting process is a difficult task and one that each supervisor will need to develop, probably through careful trial and error, reading, and review of how others in similar circumstances reacted.

One thing can be said about technique and that has to do with group goals. Several studies suggest that goals which are developed through work groups rather than individuals, seem to have more capacity for building allegiance. Group goals, for some reason, tend to be held more tightly by members of the group and tend to be achieved more often. Evidently, there is a strong motivating force at work in group dynamics which moves the individual on to greater effort. Whatever the reason, group goals tend to be more productive of achievement than individual goals.

The supervisor may wish to explore with his supervisor the possibility of establishing group goals for his unit, or some part thereof. Self-contained units, such as cooperative third-party programs in an institutional setting, would seem to lend themselves nicely to this sort of thing, since often there are a number of professional and other kinds of employees in these units. Unit goals can be a rallying point for coordinating the efforts of a number of employees working together.

One might ask whether or not a supervisor ought to sell his employees on a particular set of goals and objectives. Depending on the organization, its climate and its needs at the time the goals are being considered, selling employees on a predetermined set of goals and objectives may be most appropriate and effective. For one thing, an employee is being sold and not told what the objectives are. This implies that he can react to them, can discuss them, can examine the reasons and values that lead to their determination. It also implies that management is enough concerned about his involvement to even bother trying to sell him. In the right circumstances, salesmanship can be by far the most appropriate course for a supervisor to take.

Another point in relation to the matter of participation has to do with the employee's expectations. If an individual is hired by the agency with one set of expectations, and upon working finds things quite different from what he expected, he is likely to be dissatisfied. This implies that when a new person is hired, he should be given some overview of the goals and objectives of the agency. This will give him an opportunity to decide whether or not he wishes to identify with them, or choose other employment. Some conflict could be avoided by letting employees know, in a general sense, what the goals and objectives of the agency and the particular job are before the person is hired. When the time comes for the supervisor to deal specifically with the objectives for a person's job, that individual will in all likelihood be within talking distance of the organization's goals; if he is not, then he really should not be working for the organization. This notion would seem to be particularly important as it relates to "closure" objectives. When employed, a counselor should understand the rationale for such objectives and should understand that he will have an objective in this area.

The supervisor can often avoid some conflicts by taking the time to explain the rationale for particular goals, objectives and priorities. A thorough discussion of why certain statewide goals were set can go a long way towards developing participation. Often a statement that appears unreasonable out of context takes on new dimensions when more of the pertinent facts are known. Goals are not always totally obvious and should not be assumed to mean the same to all employees. Time spent in evaluation of goals and in explaining the rationale for goals can be most profitable for the supervisor in avoiding conflict.

THERE IT IS--CONFLICT: WHAT TO DO ABOUT IT?

Obviously if conditions which lead to conflict can be altered or reduced, less conflict can be expected. But what does one do when it is there? According to Mary Parker Follett, there are three ways in which conflict can be handled: compromise, submission, and integration. There is a fourth--do nothing.

A. Compromise:
The most common way of resolving conflict is for each party in the conflict to give up a little bit here and a little bit there and to arrive at a compromise solution. The problem here is that each party must give up something. This is difficult when goals and objectives are the issues, since they represent values and no one takes kindly to giving up values or even altering them very much. Nonetheless, compromise is a method that can be used in resolving disputes over objectives. Negotiation ability is the key for this method.

B. Submission:
The simplest way to resolve any conflict is for the most powerful contender to force submission from the less powerful one. Brute strength is the key for this method. Obviously, there are real dangers in forcing one's objectives on another person. Not so obviously, there are times when this method is the best choice.

C. Integration:
This is the process of resolving a conflict wherein a new and original solution is arrived at by the parties to a conflict. A solution is not forced on the other, nor do the parties give up bits and pieces of their values. The solution arrived at has not existed before and both parties together develop it, thereby fostering a personal commitment to the new objective. Obviously, this method has some advantages over others and offers a real opportunity to the supervisor for creativity dealing with conflict over goals and gives the individual a chance to be fully involved. This method is perhaps more difficult and time-consuming, but the results may be well worth the effort, both in terms of the individuals' satisfactions and in terms of the quality of the objectives so developed.

D. Do Nothing:
Doing nothing about conflict--letting it sit--is occasionally the course of action taken by individuals in a conflict situation, but it is seldom done consciously. Perhaps one could, on occasion, just accept conflict and not try to resolve it. Western civilizations have a "thing" about harmony in organizations. Westerners do not like--and in some cases simply cannot tolerate--conflict of any sort. Conflict is viewed as a symptom of some sort of serious problem--something that is undesirable and unnatural. Eastern cultures, on the other hand, tend to view conflict as normally arising out of human relationships, as inevitable, as something that is not altogether bad, and as something that may be resolved in the short run, but is likely to recur. One might wish to change his views of

conflict over goals and to recognize that perhaps not all conflict is undesirable. Perhaps he should just let it sit for awhile. Time has a way of healing wounds and changing perceptions, and maybe allowing a conflict to sizzle a bit will create the climate wherein it can be resolved by the method of integration mentioned above.

When the supervisor finds himself in conflict, he may wish to try any or all of the methods mentioned in resolving the conflict. Conflicts arising over matters of goals and objectives can be sensitive areas, and he will wish to be aware of the consequences of resolving conflict by any of these methods. There is no simple answer to the resolutions of conflicts over goals. Each method may be appropriate, depending on the circumstances.

Look at some situations which probably reflect potential conflict of goals:

A. A counselor feels that he cannot obtain more than ten closures this year and still provide quality services to his clients.

B. A counselor feels that he must continue to follow up a client in employment for a very long period of time in order to be sure that the client will not lose his job and be available to the client if he should fail.

C. The counselor wishes to use a new and relatively untried technique in serving his clients.

D. A counselor refuses to participate in a research project because he feels that his clients should not be experimented with.

E. A counselor refuses to participate in a research project because he objects to several aspects of the research design, which he feels are unethical.

F. A counselor objects to a new system of group intake because it violates his conception of individuals' needs.

G. A counselor wishes to testify at a civil court hearing on behalf of his client, but agency rules prohibit this.

H. A counselor refuses to send clients to a particular rehabilitation facility because he feels they are overcharging the agency for the services.

I. The agency wishes to have its counselors purchase all wheelchairs from a specific vender regardless of individual needs.

These represent a small sample of the kinds of conflicts that can arise over goals. When dealing with the day-by-day conflicts over goals and objectives, the supervisor should keep in mind Peter Drucker's (2) comments quoted above. The commitment of staff to the mission of vocational rehabilitation is crucial and the only way to achieve this is to involve the staff in this very important business of setting the objectives and goals of their unit and their agency.

"WHAT IF..."

The question will always arise "What happens if the goals, however carefully established, are not met?" This implies that, in addition to setting goals, agencies must structure an opportunity to review progress (or lack of it) in achieving those goals. Also there is a need to develop ways of periodically reporting and monitoring progress on those goals that can be readily measured.

At the end of the year there should be a time set aside for the review of achievements. It is well and good to set goals, but performance must be measured also. This period of review can lead neatly into the cycle for establishing next year's goals.

This review should proceed from the premise that if a goal was not achieved, the reason should be found. It may have been that the goal was too lofty to begin with. It may have been due to faulty agency policies and practices. It may have been due to lack of diligence on the part of an employee. In any event, the cause for the failure should be sought cooperatively with the persons affected, so that the roadblocks can be removed for next year. The focus should be on seeking causes and not scapegoats. Next year's goals may very well reflect problems encountered in working on this year's goals.

Quite a number of pages have been spent here discussing goals and objectives and their relevance to the supervisor's job. Yet one could afford to spend many more pages on this subject, since the business of setting goals and tending them is perhaps the most important function the supervisor performs. If the counselor is the link between the client and the agency, then the supervisor is the link between the counselor and the agency. It is the supervisor who sees to it that client needs are incorporated into the establishment of goals for the agency. That is what it is all about.

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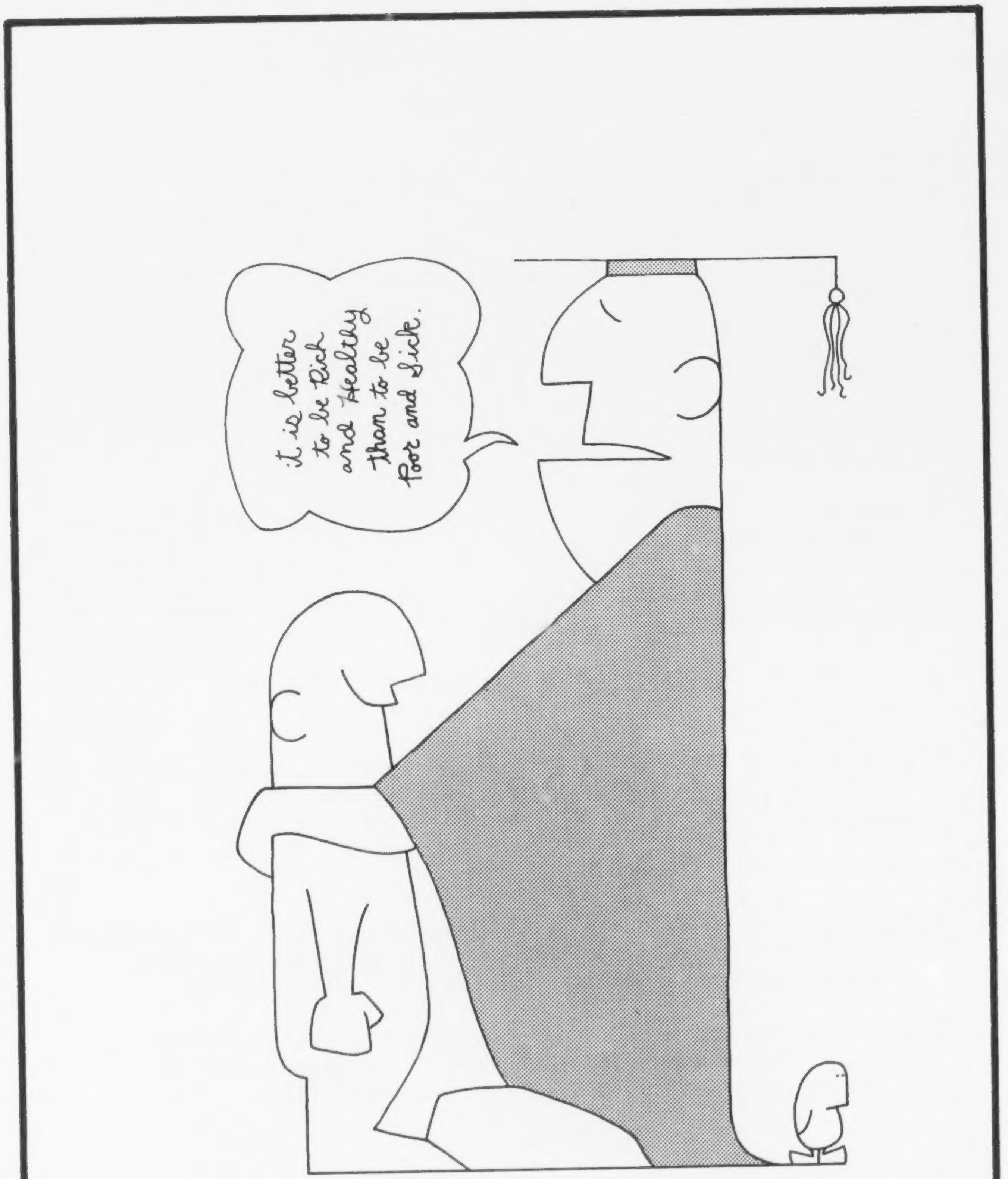
It is better to be Rich and Healthy than to be Poor and Sick.

ADVICE AND CONSENT

CHAPTER II

CONSULTATION IN REHABILITATION
(Advice and Consent)

PURPOSE AND OBJECTIVES OF CONSULTATION

The primary objective of this chapter is to provide the supervisor, especially the newly-appointed first-line supervisor, with some basic principles and guidelines for his use in the training of counseling staff relative to the availability, dynamics, and most effective use of various types of consultation.

Unless the supervisor himself understands and appreciates these basic principles and the roles the various consultants can and should play in working with the counselor, he is going to have difficulties in conveying to his staff the value of using consultative services which the agency has made available. This, in turn, means that the client may not have the advantage of the thinking of anyone other than his own counselor, and as a consequence may go up blind alleys or make grievous errors in judgment in arriving at decisions vital to himself and his family.

The ultimate goal, therefore, in utilizing consultation is to provide the best professional thinking possible to the clientele of the agency in order to produce better results of longer duration.

Since "consultation" may mean different things to different people, it may be well to define the context in which consultation will be used in this chapter. Webster's Collegiate Dictionary defines "consultant" as "one who consults another," or "one who gives professional advice or services," "expert." Consultation is defined as a "deliberation between physicians on a case or its treatment." Two alternative definitions are presented for consideration, acceptance, or rejection by the reader. Paul Bowman states,

> Most simply, the consultant is a specialist in a field of endeavor who helps others solve their business or professional problems. His task is to bring expert knowledge to the solution of some definite problem. He works for other people and through other people.(1)

Virginia Insley comments,

> A consultant is an individual with specialized knowledge and skills who without direct supervisory responsibility provides advice, information, and training, with such

> competence and tact that the consultee is able to utilize and adapt the suggestions, information, and knowledge to his own work.(14)

That literature available in the field pertaining to the consultation process seems most frequently to reflect this latter viewpoint, i.e., that consultation demands an accepting, non-critical, permissive attitude, with final decision-making resting upon the consultee. This may at first glance, appear somewhat incompatible with a supervisory-consultative role, and this will be discussed in more detail in the section on supervisory consultation, at which time the concept of "coaching" will also be introduced.

MEDICAL CONSULTATION TO THE COUNSELOR

The foremost reason for agencies making medical consultation available to their counselors is simply that counselors are dealing with people who have medical problems. Some of these problems appear to be so simple that any first-rate steno with access to Merck's Manual could diagnose, prescribe treatment, and arrive at a prognosis in less than five minutes, and therein lies the danger. Because counselors (and their stenos) are not well-trained medical people, they can (and have) prescribed services, including the selection of a vocational objective, which may be harmful to the client ostensibly being served. Thus, the medical consultant is in a position to assure that the agency's clientele are protected from well-meaning, but ill-trained, counselors by reviewing medical data, insuring that adequate medical information has been obtained (including appropriate specialists' reports), by providing information regarding the diagnosis, prognosis, limitations imposed by the conditions, and a proper course of remedial treatment, if treatment is indicated.

Secondly, the counselor needs good medical consultation to develop and maintain sound relationships with the medical community with whom he works and to assist in the medical professions' understanding, acceptance, and support of rehabilitation philosophy and program.

Thirdly, the consultant can and should be used as a trainer of counselors, providing them with an orientation to medicine and the ability to understand and interpret information about health, disease, and the effects these conditions have on the client. The counselor needs to know how the illness alters work capacities, work outlook, and how it affects a client's relationships to others and to himself.

Fourth, the counselor who seeks full personal and professional satisfaction will want to be reasonably knowledgeable about other disciplines at a professional level. Much of this preparation will come from the medical consultant who, in their day-to-day contacts, will provide interpretation and clarification of medical terminology, disease and treatment processes, and will assist the counselor in the decision-making process regarding recommendations for surgery and hospitalization, various modes of therapy, and appropriate prosthesis, etc.

In summary, the consultant can:

1. Assure adequate medical evaluation of the client.
2. Be a bridge between the agency and the medical community.
3. Be a trainer of staff to develop their professional knowledge about the effects of disease, accidents and treatment needed; and
4. Be an interpreter-clarifier and advisor to the counselor on all matters of a medical nature.

Who Trains the Medical Consultant?

In a small sample of state agencies surveyed, it appeared that the largest number utilized their first-line or district supervisors to orient and train new medical consultants to the agency's program, purposes, and the functions which they, the consultant, would be responsible for. The majority of supervisors had access to the State Medical Consultant as needed and had well defined job descriptions for the local consultant to utilize in the orientation process. In addition, most supervisors sat in on counselors' consultations with new consultants in order to evaluate their performance and to assist in any areas needed. A number of states also reported having at least annual meetings for in-service training of consultants with state medical consultants, local medical consultants, supervisors, and in some instances, counselors participating.

For the benefit of states not having well developed or formalized orientation, training, and evaluation programs for medical consultants, it may be helpful to review some of the following guides.

Whoever provides the orientation or training should include in the training process:

> A clear, concise description of the basic philosophy and objectives of the rehabilitation program so that the consultant will understand and be able to describe these to other physicians in the community with whom he comes in contact. An example of this might be "the objectives of the rehabilitation program are to locate, evaluate, and to provide counseling, planning, and whatever training and/or physical restoration services are needed to assist disabled and vocationally handicapped citizens to find and retain employment commensurate with their interest and capacities."
>
> Each state has a "State Plan" which outlines in broad terms the policies of that State agency in relation to a number of

areas. The following sections of the State Plan[*] are of particular concern to the medical consultant and the supervisor who trains the consultant, and these sections should be reviewed with the consultant as a part of his orientation:

Section 2.6	Medical Consultation
2.12	Advisory Committee
6	Objectives and Services (of the agency)
8	Determination of Rehabilitation Potential and Eligibility
9	Case Study and Diagnosis
10	Rehabilitation Plan for the Individual
14	Case Recording
15	Confidential Information
16.2	Standards for Facilities
17.1	Standards for Personnel
18	Rates of Payment
20.2	Criteria for Providing Physical Restoration Services
22.2	Policies on Establishment of Rehabilitation Facilities
26	Services to Disability Beneficiaries

In addition to these, the consultant should have access to a written job description of his own duties, responsibilities, and authority, as well as a description of the counselor and supervisor's responsibility, so that he will know what to expect from each. Further information will undoubtedly be available through training materials in the State agency's Procedural Manual dealing with such areas as: standards for physicians and other medical personnel providing medical examinations and physical restoration services to the agency's clients, standards for selecting hospitals and other medical facilities, fee schedules for medical and related services, criteria for establishing that a disability exists, conditions under which physical restoration services may be provided, and cooperative relationships with other health agencies who may pool resources in assisting the rehabilitation agency's clients.

Another tool which can be used is the Federal Vocational Rehabilitation Manual, especially:

Chapter 5,	Section 2	Job Description for Medical Consultants (December, 1963)
	Section 4	Medical Advisory Committees (March, 1949)

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[*] Content and organization of the State plan is undergoing revision at the time of publication. The point, however, remains valid--the State Plan is a reference source for policies of the State agency in a number of areas.

Chapter 16,	Section 1	Requirements for Determining Eligibility (July, 1967)
	Section 2	Standards of Medical Diagnosis (July, 1955)
	Section 4	Standards of Dental Diagnosis (January, 1956)
Chapter 19,	Section 1	Physical Restoration Services: Basic Policies (April, 1956)
	Section 3	Hospital and Clinic Services (January, 1956)
	Section 4	Physician Services (August, 1956)
	Section 7	Standards for Providing Dental Services (January, 1956)
	Section 10	Medical Care for Acute Conditions (May, 1956)

There is available a booklet entitled, "Handbook for Medical Consultants in State Vocational Rehabilitation Programs," revised 1963, Department of HEW-VRA, which describes in considerable detail the information described above. Finally, for use of the medical consultant, supervisor, and counselor in better understanding each other's functions and roles in the rehabilitation process, the reader is referred to IRS Report No. 1, "Medical Consultation in Vocational Rehabilitation," 1963, Rehabilitation Services Series #64-28, U.S. Department of HEW-VRA, Washington, D.C.

Dynamics of Medical Consultation Process

Medical consultation, to be truly effective in developing and sharpening the counselors' skills and knowledge, should be a face-to-face relationship. Many of us remember the "good old days" when agencies were lucky to have one medical consultant for the whole state. In those instances, consultation usually had to be done by mail with long delays occurring in receiving decisions, with little or no opportunity to come up with alternate plans of action for the client. Today, at least in most parts of the country, counselors do have direct access to their medical consultants, do have the opportunity to present their client's case--his problems, aspirations, background, strengths and limitations--to the consultant so that the consultant's abilities to assist the counselor in arriving at sound decisions is greatly enhanced. Nonetheless, these benefits may not be attained unless adequate preparation and training is provided the participants so that each knows his and the other's roles and carries out their respective responsibilities in a professional manner. With a new counselor, it is advisable for the supervisor not only to orient the counselor to his own and the consultant's role, but to sit in with the counselor demonstrating for him the manner in which consultation should be carried out, using a variety of cases. New counselors will tend to model themselves after the trainer, so it is important for the latter to make adequate preparation.

Preparation for Consultation

When to take cases to the consultant is frequently a perplexing question for the new counselor, and it is entirely appropriate for the supervisor to assist the counselor with this problem by reviewing cases with him, deciding which cases are ready for and in need of consultation and preparing a list of appropriate questions to raise for discussion with the consultant.

Generally speaking, the points of involvement for medical consultation might be:

1. When the counselor is unsure what kinds of diagnostic workups are indicated.
2. Prior to acceptance.
3. During plan development--that is, to interpret what the client can or cannot do, functionally.
4. Prior to implementation of any physical restoration service.
5. During treatment to assure that expected results are being obtained.
6. Prior to placement to assure that the work being considered is compatible with the client's health and physical status and will not be harmful to him; and
7. At time of case closure.

It is important to provide feedback to the consultant as to the results of his and the counselor's planning. This will serve not only to strengthen the consultant's feeling that he is an important part of the rehabilitation team effort, but enables him to share in the satisfaction which accrues when one knows he has contributed to a successful human endeavor.

The counselor should be prepared to give the consultant a thumbnail sketch of the client, pointing out salient facts, not only to give the consultant some picture of the client, but to save him the time of going through reams of paper to dig this out. An example of this might be,

> "Doctor, this is a 50-year-old, divorced, white male, with a ninth grade education, referred to us by Welfare for possible assistance. He has been employed as a heavy construction carpenter up until eight months ago when he sustained a low back injury in an off-the-job auto accident. He says he is unable to do his former type of work, which appears to be corroborated by the orthopedist and GP who examined him. We have already completed a battery of psychological, interest

> and aptitude tests, which indicates he could, with appropriate training, secure work with his former employer as a combination time-keeper and materials expediter. After you review these medical reports, I have several questions which I need your help on."

After the consultant reviews the medical reports, discussion is held regarding the information required by the agency. Findings and recommendations are, at that time, recorded by the consultant to become a permanent part of the case file. (Some states find it helpful for in-service training purposes to have the consultant meet with a group of counselors and a stenographer, the latter recording the questions, comments and recommendations, later typing these up for the counselors' use and inclusion in the client's case file.) It is pertinent to point out here, perhaps, that the consultant has the responsibility of challenging reports providing inadequate, contradictory, or vague findings, and the consultant should call the examining physician to clarify any unanswered questions, whenever possible.

He should also take the lead in requesting or recommending any additional follow-up consultations he feels are advisable in the patient's behalf.

Perhaps it may be worthwhile to point out some of the problems that seem to be commonly noted between counselors and consultants in various states in a study done several years ago. The counselors surveyed complained of:

1. Lack of adequate consultation time (a half hour to an hour per week per counselor is considered about average).
2. Frequent turnover in consultants, especially in the metropolitan areas.
3. Tendency for some consultants to want to determine eligibility (which is the counselor's responsibility), especially when the consultant has feelings about the "worthiness" of the client (this requires adequate orientation and training of the consultant initially so that he doesn't get off this track).
4. Tendency for some consultants to discount the need for specialists' examinations, especially psychiatric.
5. Conversely, some consultants go overboard in obtaining specialty examinations, causing undue delays in case movement.
6. Tendency for some consultants to "rubber-stamp" medical evaluations without examining critically the adequacy of their colleagues' reports.

Consultants, on the other hand, were frequently heard to criticize the counselors for:

1. Avoiding consultation so that their poor planning would not come to light.
2. Need for more pre-consultation planning, that is to better organize consultation time and to provide an adequate picture of the client and his problems.
3. Need for counselors to have a better understanding of the need for follow-up consultation at appropriate times.
4. Need for counselors to have a better working relationship with the physicians in their community.
5. Counselors frequently did not see the need to obtain additional medical information because it might delay planning they had going with the client.
6. Counselors frequently advocated work or training which might be hazardous to the client (at least hazardous in the eyes of the physician, who might have had a poor understanding of the work requirements).

These, then, are some of the problem areas that supervisors must be aware of and deal effectively with in the orientation, training, and evaluation of both the consultant and the counselor in order that the agency's clients receive the best in professional services.

Supervisor Responsibilities in Medical Consultation

A. Housekeeping Aspects:
The supervisor usually has the responsibility and authority for organizing and coordinating the medical consultant's activities affecting the counselors under his supervision. This means that he must:
    1. Arrange for adequate space for the consultation to take place away from noise and distractions.
    2. Arrange for materials the consultant may need, i.e., medical dictionaries, directories, etc. (He may delegate these chores, but should assure himself that proper arrangements have been made.)

B. Participation in the Medical Consultation Process:
In some states, the supervisor sits in on all consultative meetings and may act as a moderator to facilitate communication between the counselor and the consultant. In other states or districts, the supervisor may only sit in periodically to observe and evaluate the consultation process, or comes in only when called upon to do so for special cases. Generally speaking, when using a new consultant and/or new counselor, the supervisor should plan on being involved, at least until the orientation and training has been completed and the consultative process is going well.

C. Education and Public Relations with the Medical Community:
The supervisor has a continuing responsibility in developing and maintaining sound relationships with the medical community in order to increase their understanding and acceptance of the rehabilitation program. By working closely with the medical consultants, arrangements can be made for the supervisor (or other selected staff) to speak, show films or make other effective presentations before the local, regional and State Medical Society meetings, clinics, etc. The main thrust of such presentations should be to show the physician ways in which rehabilitation services will enable him to serve his patient more effectively.

D. Evaluation of the Consultative Process:
1. The supervisor should periodically, at least, determine:
    a. The manner in which consultative services are being utilized by the counselor.
    b. The degree of communication between the counselor and the consultant and their understanding of their respective roles, responsibilities and authority in relation to the agency's objectives;
    c. What kinds of in-service training are needed for both the counselor and consultant so he can arrange with the local consultant, the State Medical Consultant, and perhaps, other administrative staff for the development of an effective in-service training program.
2. The quality of consultation can be measured to some extent by:
    a. The nature of cases and problems brought to the consultant's attention;
    b. The extent to which sessions are being utilized as part of the medical education of the counselor;
    c. The extent to which consultation is an aid in determining functional disability, work potential, employment objectives, casework planning, and rehabilitation services;
    d. The consultant's awareness of the impact of secondary disabilities;
    e. Whether consultation is improving the cooperation between the rehabilitation and other community health resources; and
    f. The extent to which the consultant is aware of and encourages the use of other specialty consultants and hospital or medical facilities as are available and needed.

E. Development of In-Service Training Programs:
In addition to sitting in on some consultations, the supervisor should periodically meet separately with the consultant and with the counselors to get their thinking and ideas on needed in-service training.

In a study conducted by the University of Wisconsin of 170 counselors in Region V:

> Counselors indicated a need for training, for medical information courses dealing with the following specific disability groups: the mentally ill, amputees, cardiac patients, the mentally retarded, the educationally deficient, the emotionally disturbed, the deaf, and the orthopedically handicapped. It was suggested that increased emphasis be placed on diagnosis, evaluation of feasibility and eligibility, determination of work potential, and the interpretation of medical evidence. In addition, the following specific areas were identified as warranting inclusion in the curriculum: information about available medical facilities, anatomy and physiology, neurological information, physical therapy, prostheses, and psychiatry.(5)

In terms of the medical education of counselors, there is an excellent text available entitled, "Survey of Medicine and Medical Practices for the Rehabilitation Counselor," printed by the U.S. Department of Health, Education, and Welfare and Vocational Rehabilitation Administration, 1966. Used by the local medical consultant, this can provide good basic information pertinent to the counselor's needs. Training of consultants is dealt with quite handily in two publications. They are, "Medical Consultation in Vocational Rehabilitation," First Annual Institute on Rehabilitation Services, Report No. 1, U.S. Department of HEW, May, 1963; and "Handbook for Medical Consultants in the State Vocational Rehabilitation Program," U.S. Department of HEW-VRA, revised January, 1963.

PSYCHIATRIC CONSULTATION

In a random sampling of eleven states across the nation, seven reported having a psychiatric consultant on the staff at either the State, district, or at both levels, to whom counselors had access for consultative purposes. The remaining four states reported purchasing consultation time as needed. If a psychiatric consultant is available, he can be of real assistance to the new counselor working with a client having emotional problems by helping the counselor in:

1. Determining the need for psychiatric evaluation.
2. How best to approach the client concerning his need for psychiatric evaluation.

3. The kinds of information the examining psychiatrist will find helpful.
4. The kinds of questions to ask the examining psychiatrist (in some agencies, a letter goes out over the signature of the psychiatric consultant).
5. In reaching a better understanding of the dynamics of the client's behavior and the degree of the counselor's involvement in working with the client.
6. Handling crisis situations the client presents to the counselor which the counselor feels unable to deal with.

The supervisor may find, through case review, that counselors have overlooked the need for psychiatric consultation on specific cases, and he has the responsibility to see that such cases are brought to the consultant's attention.

Gerald Caplin, M.D., defines mental health consultation:

> It is an interaction process taking place between two professional workers, the consultant and the consultee. In the interaction, the consultant tends to help the consultee solve a mental health problem of his client within the framework of his usual professional functions. The process is designed so that, while help is being given to the consultee in dealing with the presented problem, he is also being educated in order that he may be able to handle similar problems in the future in the same or other clients in a more effective manner than in the past.
>
> The consultant helps the consultee to solve the mental health problem of his client, by helping him to see the client as a human being. As long as he sees the client as a stereotype, he will be unable to help him, because a stereotype has a special meaning in regard to a problem of his own which he cannot solve. When he sees a client as a human being, he acts like a human being. However little professional skill he may have, one human being can always help another human being, so, therefore, the consultee now helps his client to some extent. When he does this, it has a reflective meaning for himself. He masters his own problem by helping a client who has a similar one. This reflective effect then lowers the tension in regard to his own internalized problem.
>
> The consultant should aim at being accepted as a strong person who understands and is willing to stand by the consultee while the latter is dealing with his problem. By not taking over himself, the consultant expresses

> confidence in the ability of the consultee to handle the affair successfully. This is a significant part of the ego-supportive technique.(2)

Another way of providing psychiatric consultation, especially in offices served by a number of counselors, is the group consultation process. The group, ranging in size from five to ten counselors, meets with the consultant weekly for one and one-half to two hours, at which time specific cases are discussed. Although the focus of the group is on the problems of the individual client, the counselor's own feelings, prejudices, fears, and anxieties inevitably come to light and must be dealt with as they relate to the client's problem under discussion. Care must be exercised by the consultant that the focus of the group is on the client's problem, as opposed to becoming a group therapy program for counselors. If the latter occurs, counselors frequently will shy away from these training sessions as they recognize that the objective of the meetings has changed.

In addition to using the time for specific case discussion, an opportunity is present for providing more formalized in-service training to staff in recognizing individuals with mental health problems, some of the disease processes, modes of treatment being currently used, etc. Again, the supervisor has the same responsibilities as with other consultative programs, i.e., setting them up, evaluating their overall effectiveness and participating in the development of in-service training curriculum. The use of a stenographer may also be appropriate here recording pertinent points of the case discussions to be typed and entered into the client's case folder.

PSYCHOLOGICAL CONSULTATION

Although not all State agencies have a psychological consultant on their staff, the trend is certainly in this direction. By and large, these consultants, either on a full or part-time basis, are utilized relative to the need for and use of psychological testing and for in-service training of counseling staff in the appropriate use of counseling, guidance, and behavior modification techniques. They may, in addition to these responsibilities, have the additional task of testing clients and interpreting the results to the counselor for his use in further planning with the client. Finally, the psychological consultant may be effectively utilized as a liaison person between the agency and the psychologists in the community or state in establishing fees, improving the quality of reports prepared for the agency, etc.

Those states not having psychologists on the staff, of course, may purchase such services on a case service basis for their clients, which includes a written report of the psychologists' findings and recommendations. Most counselors have good enough working relationships with these psychologists to talk with them informally if further consultation or clarification is indicated.

A prime function of the staff psychologists in those states utilizing qualified counselors for testing of clients may be the provision of in-service training for counselors relative to the purposes, kinds, and uses of various tests. It should be noted that many states prohibit or discourage counselors testing their own clients in the belief that purchasing such services from private psychologists achieves greater objectivity as well as saving counselors' time.

Purposes

The potential value of psychological evaluation to the client is that it provides:

1. A counseling aid to the client in understanding himself.
2. A counseling aid to the client in making reasonable plans and decisions.
3. A counseling aid to the client in identifying problems, strengths, and limitations.(4)

In essence, then, psychological testing can be of real assistance to the client and the counselor in determining client's learning disabilities, present skill levels, and latent skills which may be developed into usable ones, thus revealing areas for retraining or reemployment.

Assessment of personality through testing may be indicated in some cases; however, a good psychological consultant can assist counselors in predicting their client's future behavior relative to such factors as client's reliability, trustworthiness, performance under pressure, abilities to get along with supervisors and co-workers through the counselor's own observations--if they will only observe. Frequently, however, counselors are so doubtful about their psychological perceptions, or so lax in using their abilities to observe, that they may well fall into the difficulties encountered by two greenhorns who signed up for a cattle drive. The trail boss told them to go to the corral and each pick out a horse which they alone were to use during the drive and were not to exchange. The next day, the two came back to the boss indicating they could not tell their horses apart. The boss suggested that one of them dock his horse's tail. Unbeknownst to the other, each docked his horse's tail. The next morning they were back to the boss again, who exclaimed, "For God's sake, measure the critters!" Sure enough, the black stallion was a hand and a half taller than the white mare!

When to Secure Testing

Everyone has their own ideas about when it is appropriate to secure psychological testing. Presented below are some suggestions or guides to be used as seen fit:

1. When the counselor and/or the client are uncertain as to client's ability to function in a given training program (test results should only be used as guides, only guides).

2. When client's disability is based on mental retardation.
3. When important talents, abilities, or disabilities are suspected, but need verification since they may markedly affect long range planning.

When Not to Secure Testing

Testing may not be necessary or advisable for those clients who have

1. Successfully demonstrated their abilities to do the job or attend the school and plan to return to that job or school program upon completion of, or concurrent with, rehabilitation services.
2. When the emotional disorder (as the result of a traumatic accident or illness) is a mild transient state.
3. Clients with severe emotional disorders may best be referred directly to a mental health clinic (if available) for a more complete workup than that offered by most psychologists.

Kinds of Tests to be Used

Generally speaking, counselors today are pretty sophisticated about the kinds of tests available, their reliability, validity, etc., and are able to converse on a professional level with the psychologist or consultant about what information they are seeking and suggested instruments for use. However, some counselors who have not had the specialized training either in graduate school or on the job are well advised to discuss their needs with the psychological consultant or the private psychologist, deferring to his judgment regarding the tests to be used. It is more important (and here again the consultant can be of real assistance) for the counselor to define clearly what information he is seeking, why he wants it, and what information he has that will assist the examining psychologist in doing a better evaluation for the counselor. Again, the counselor's own observation, reports from social workers, physicians, work evaluation centers, employers, etc., may be of real assistance to the psychologist in arriving at sound conclusions and recommendations.

In many parts of the country, especially rural areas, counselors and their clients may not have ready access to psychologists, e.g., to bring a client in from Nome or Point Barrow to Fairbanks for testing requires a flight of 500 miles each way, which is expensive ($110), not to mention the high hotel and food costs while the client is in town for testing. In these kinds of circumstances, counselors, of necessity, may be expected to provide certain levels of testing and evaluation in determining eligibility, feasibility, and planning for services.

A psychological consultant could be most helpful in devising standards for agencies to follow relative to the kinds of tests an individual counselor is qualified to give, based on the counselor's education and training and skills in the use and interpretation of various tests.

Certainly an agency operating in a state where qualified psychologists are in extremely short supply, as is the case in Alaska, will be advised to develop, either in conjunction with universities, or under the supervision of qualified consultants, well thought out in-service training programs which will enable staff to provide better psychological services to their clients.

Use of Test Results

Since test results and reports are basically to be used as counseling aids with the client, the results most frequently are interpreted to the client by the counselor. The consultant may be a real resource in helping the less experienced counselor in identifying how to interpret the data, or when or when not to interpret data to clients in order that the maximum benefits and least damage to the client's ego will occur. As in the other consultative relationships mentioned previously, the counselor has the right to accept or reject the consultant's suggestions or advice based on his own knowledge of the client and his situation.

A final word for supervisors and counselors alike is that, at best, tests are only limited measurements of a client's behavior and should only be used as guides in planning--never as the whole answer. The results of testing must be supplemented by the counselor's own observations and knowledge of the client's behavior, his motivation, as well as other external factors having bearing on the situation at hand.

OTHER CONSULTATIVE RESOURCES

Most counselors have available to them other consultative resources which they frequently are not aware of or fail to take advantage of. This may include staff persons assigned specialized roles as consultants or coordinators to whom counselors can go for assistance. Some of these staff consultants include specialists in social work, facilities and workshops, corrections, job development, staff development, research, data processing, small business enterprises, disability insurance, law, public information, trust fund, workman's compensation; specialists for various kinds of disability groups, i.e., blind, mentally ill, deaf, alcoholism, drug addiction, mental retardation, etc. Frequently, if these specialists are not found in the State agency, they may be found and utilized in other State or Federal agencies within the community, such as the Departments of Health and Welfare, Small Business Administration, Community Action Programs, Model Cities Programs, Legal Aid Societies, private workshop facilities, and any number of private health organizations, such as the Heart Association, the Cancer Society, etc. It should be part of the supervisor's responsibility to acquaint the new counselor with these resources, the individuals to contact, and the kinds of help that can be offered by these agencies or individuals in resolving particular problems of the counselor's clientele. These individuals can also be utilized for in-service training programs by bringing together the counselor and community resources to the ultimate advantage of the client. In fact, the new counselor should have a directory of all agencies, both public and private, providing helping services to individuals in the community with a brief presentation of their program objectives and services and personnel, in order that he can call upon these as indicated. Too frequently counselors feel they have "got to go it alone," "have to do everything themselves," when, in reality, there are many organizations available to them willing and able to assist their client in accomplishing his goals, if only they are called upon for assistance.

CASE CONSULTATION BETWEEN SUPERVISOR AND COUNSELOR

> We are consistently finding that there is a marked relationship between the kind of supervision an employer receives and both his productivity and the satisfaction which he derives from his work. When the worker feels that his boss sees him only as an instrument of production, as merely a cog in the machine, he is likely to be a poor producer. However, when he feels that his boss is genuinely interested in him, his problems, his future, and his well-being, he is likely to be a high producer.(16)

> A major objective of supervision in any organization is to increase the individual effectiveness of each worker. We must be careful in teaching the principles and techniques of supervision, not to make the mistake of assuming that merely making the worker happier on the job is good supervision. Good supervision never loses sight of the fact that there is a job to be done. The worker is made happier, but this happiness comes primarily from pride in his work, from the realization that his supervisor appreciates his efforts, and from a sense of security because he knows that he can and is doing good work.(10)

> Administrative or supervisory responsibility is incompatible with maintenance of a consultative relationship. If problems exist in this area, they usually occur because the consultant assumes or allows himself to be maneuvered into a supervisory role. We know of no social work consultant in public health who is expected to prepare a performance rating on consultees.(14)

> The supervisors' performance will depend to a considerable extent on their understanding of their roles; that is, whether they see themselves as being primarily managers, who review and control the work of counselors, or as teachers and consultants.(29)

Thus, it appears that supervisors will, from time to time, find themselves walking a tightrope in their role with the counselor in that on one hand they have managerial responsibilities, including assessment of the counselor's production, the quality of his work and his methods, and on the other hand, are likely to be called on by their staff as consultants because of their knowledge and expertise.

It may well be that the term "coaching" more appropriately defines the supervisory-counselor consultative relationship, since it implies that the relationship can be on a continuum between the extremes of a permissive, non-judgmental role to the review, evaluative, and control aspects of the supervisor's job. Coaching has some characteristics of each extreme of the continuum with the primary focus of the supervision being to assist the counselor in achieving job knowledge, acquiring greater skills and greater job satisfaction.

Some basic principles in human relationship which supervisors need to keep in mind when consulting or coaching with staff is that just about everybody needs:

A. The feeling that they are "loved," "liked," "appreciated," "respected," or "belong" and have the opportunity of reciprocating these feelings.

B. Emotional support, or understanding, especially in times of stress when they are really hurting.

C. Freedom to grow and develop independently, including the right to make decisions.

D. Control and gratification, i.e., assistance in controlling one's instinctual drives, yet with the opportunity to be a part of a group where one can achieve in material ways.

How well the supervisor consults or coaches will depend to a considerable degree upon his knowledge of and sensitivity to his staff's needs. An authority-dominated relationship will tend to minimize productive interaction between the supervisor and the counselor, as compared with the supervisor who helps the counselor perceive that theirs is a sharing kind of relationship, based on mutual respect and appreciation of each other's skills and knowledge.

In the University of Wisconsin counselor survey alluded to earlier,

> ...counselors recommended that counselor-supervisor conferences be regularly and frequently scheduled. Such meetings, they felt, would improve morale, increase introspection, and provide a resource upon which new counselors could draw for moral and professional support.

> The counselors recommended that supervisor caseloads be limited, or eliminated altogether, allowing them to devote the major part of their time to helping counselors. Counselor-supervisor conferences should emphasize improvement rather than criticism. Establishing such conferences on a more formal basis would put them on a higher professional level and allow the counselor a greater opportunity to express his views. A number of counselors indicated that supervisors tend to dominate the situation too much and to replace free expression with criticism.(5)

Other characteristics that counselors feel a good supervisor should have are--

1. An open door policy.
2. A non-judgmental attitude.
3. The ability to really listen and focus on the problem presented.
4. Appreciation for the worth of the individual counselor.
5. The ability and willingness to teach what he knows.
6. An understanding of the staff's strengths and weaknesses and ability to reinforce the strength and to help overcome the limitations.
7. Flexibility.
8. The ability to help the counselor clarify the problem and the strength to leave the decision-making to the counselor, as opposed to making a decision _for_ the counselor.

Many supervisors agree that an open door policy, while advantageous to new counselors, is frequently abused by those counselors seeking answers to problems, but who don't wish to take the time to look up these answers in their manuals where they are provided. The supervisor who does not deal with this kind of a problem effectively at its inception will soon find himself burdened with counselors running in and out of his office asking questions about simple procedural matters and will find less and less time available for the other functions he is responsible for. Obviously, just telling the counselor "go look it up in the manual and do not bother me," or words to that effect, will be a put-down to the counselor and will surely lessen the effectiveness of the counselor-supervisor relationship. On the other hand, the completely passive non-directive approach may be a very time-consuming process and can also be perceived as a put-down by the counselor who recognizes that he is being told gently, perhaps, to resolve his own problems. The more tactful approach might be to say something to the effect, "I don't remember exactly how that procedure is handled; let's take a look and see if it's described here in the manual." Thus, giving the opportunity for the counselor to save face, since the supervisor has admitted he does not know how it is handled either, but at least is aware of where to find it. Together, then, they identify the mechanics of the procedure in the manual, discuss it, and one might suspect that in the future the counselor will check the manual first before coming to the supervisor with problems and solutions which have already been outlined in the manual.

If this problem is handled inadequately, the supervisor may rest assured that either he will be continually plagued with the problem of answering these kinds of simple questions, or the counselor's colleagues will be plagued with the same questions.

Being "non-judgmental," "permissive," "non-critical," are frequently difficult concepts for new supervisors to utilize, even though they may have been most effective in utilizing these techniques in their work with clients. Once they become supervisors, they occasionally become overimbued with the management aspects of their new roles and become extremely judgmental, critical, and non-permissive. This may be what they consider to be a reflection of management's views of their responsibility, or, conceivably, it may be due to their own feelings of inadequacy in their new role, especially if their orientation, training, and understanding of their new role and responsibilities has been less than adequate.

Awareness of the "opportunities to make decisions and take risks" is frequently a key stumbling block between newly appointed supervisors and their counselors, and it is a truism that many newly appointed supervisors may tend to dominate the coaching or consultative situation and are too quick in dispensing their knowledge, expertise or advice, in effect, making a decision for the counselor. While ostensibly the counselor may have come to the supervisor for exactly that stated purpose, "I need your advice on a problem," what he really may be saying is, "I need your help in assisting me in arriving at a decision about this problem," and wants to leave the consultation setting with the feeling that he had decision-making responsibilities. On the other hand, if this philosophy is carried to its extreme or is poorly handled by the supervisor so that the counselor, at the end of the consultation, decides upon a course of action which is patently illegal or obviously hazardous to the client, the question is raised, "What is the supervisor's responsibility?" Earlier, it was indicated that everyone needs controls, and it may well be at this point that the supervisor will have to move on the continuum from a consultative relationship to a managerial relationship, indicating why the course of action the counselor is desiring to take is not compatible with the best interests of the agency and/or the client. Here again, adequate preparation earlier in the orientation and training of the counselor would include his understanding of his job responsibilities and the authority going along with these various responsibilities so that he can understand and accept the limitations imposed upon him for the benefit of the client he serves.

The amount of authority the supervisor assigns to his various counselors in the decision-making process will depend to a considerable extent upon his own perception of himself as an individual as well as his perception of the "readiness" of the counselor to adequately carry out the authority delegated to him. In some states, counselors must have plans approved by a supervisor before they are implemented; in other states, counselors who are considered "ready" approve their own plans with only a post review being done by the supervisor on a random sampling of cases.

It is only fair to point out that newly appointed supervisors tend to fall somewhere between two extremes. There is the supervisor who has a tremendous need to be "liked" by his staff and who will give the staff the broadest of authorities, even though they have clearly indicated their inability to handle this authority yet, in the mistaken assumption that, by so doing, he is developing a strong supervisor-counselor relationship. At the other end of this spectrum, of course, is the supervisor so unsure of himself, with his place in the hierarchy of management, and his own relationship with his supervisor that he will permit no one to make a decision without clearing with him first. The intelligent newly appointed supervisor will soon find out what is expected of him in terms of his responsibilities and authority and the capacities of his counselors in handling their responsibilities and authority. He will then deal with each counselor as an individual, granting or withholding authority to make decisions based on their ability to do the job. Those counselors having demonstrated their abilities to handle responsibilities and authority will soon find themselves making their own decisions and approving their own plans, whereas, those counselors who cannot yet handle these responsibilities will require additional coaching and development to assist them in reaching that point where they, too, can approve their own plans. The focus in working with this latter counselor should be upon the acquisition of knowledge and development of skills pertinent to doing the job, not the failure or success of the man as a person. The supervisor should hold the counselor accountable for only those responsibilities which he has delegated to him and which the man has accepted.

Another factor is the "need to be a good listener." Various studies have shown that white collar workers spend approximately 70 percent of their normal working day communicating with other people and 45 percent or more of that time is devoted to listening. Other research has shown time and again that most listeners are only at best, about 30 percent effective in absorbing what is being said to them. The reason for this low efficiency rating is primarily due to the fact that most people can think about four times faster than they can talk, and since most Americans speak at a rate of about 125 words per minute, we are, therefore, able to think about 600 words per minute and become impatient with the plodding rate of the spoken word. The mind tends to think about other things while devoting only a fraction of its capacity to taking in what is being said. If what the speaker says attacks the listener's fondly held beliefs, his mind is likely to use its unoccupied time to draw up arguments against the speaker's position. The opposite situation can also produce poor listening. If the speaker's ideas seem to coincide with those of the listener, the brain will begin to wander ahead, anticipating what it expects the speaker to say, thus, any real differences between the speaker's ideas and those of the listener are likely to be overlooked. Points to remember in becoming a good listener are:

1. Constantly analyzing what is being said.
2. Screening out the irrelevant.
3. Categorizing the important points.
4. Weighing what is said against what you know.
5. Looking ahead to see where the speaker is going.

One method the supervisor may use in finding out whether or not he is a good listener is to record, using a regular desk dictaphone or a tape recorder, a supervisory-counselor discussion and to later analyze this in terms of what was actually said (as compared with what the supervisor remembers) and also to try and analyze the feelings expressed and how the supervisor reacted to these expressions. If both the supervisor and the counselor can listen together to a re-run of their previous conversation, much clarification is likely to occur as to what was said and what was meant in the discussion.

Giving "constructive criticism" can also be a vexing problem for the first-line supervisor unless he really knows his staff. For example, a supervisor may simply "lay it on the line" with one counselor, who finds this quite acceptable, reasonable, and who appreciates the candor and honesty of his supervisor. Another counselor may find this approach too threatening and may require a more subtle non-directive working through of his alleged shortcomings. While this is obviously more time-consuming for both individuals, it may be the only way to deal with the counselor until he is able to accept and live with the more direct approach. In any case, the focus should be on the job, not the personality of the individual and criticisms involved are brought to light only to improve the individual's effectiveness, growth, and development.

The opposite of criticism, of course, is praise and it is sad how infrequently this kind of communication is provided staff members for jobs well done. We frequently hear the comment, "Well, they're paid to do a good job," but all of us remember the lift to our spirits, the boost to our morale that can't be measured in dollars and cents for the words "a fine job, Joe," "an excellent plan, Don," etc. Letters of commendation for jobs particularly well done with appropriate copies to administrative staff and to the worker's personnel folder, serve not only to reinforce his attempts to excel, but also contribute to this perception of himself as an effective, respected contributing member of the agency team. Praise must be sincere and appropriate to the accomplishment.

Having the ability and willingness to teach what he knows to subordinates is another criteria counselors use in determining effectiveness of a supervisor. This in no way means that the supervisor has to have all the answers or to demonstrate his supervisory skills by spouting out a continuous stream of answers. Rather, it means that he must not rest on his laurels now that he has "arrived" as a supervisor, but will continue developing and adding to his own skills and knowledge and will share these with his staff in appropriate ways and at appropriate times. The key point to remember is that, not only is it his responsibility to help staff develop, but it most assuredly is in his own best interests to have well-trained, competent staff to whom he can delegate responsibilities. This, in turn, will enhance his section's productivity in reaching Agency goals and objectives.

CASE CONSULTATION WITH PEER GROUP

Not to be overlooked as a consultative resource is that available to the counselor with his colleagues. This is usually done on an informal basis, frequently one to one, while having coffee or lunch together. However, it can be more formalized by having regularly scheduled meetings between groups of counselors, either with or without a supervisor being present, depending upon the group's feelings about the matter. (If a supervisor is present, he should be a good "listener" rather than dominating the proceedings.) Cases may be presented posing particularly difficult problems for a counselor who seeks solutions or alternative solutions to the one he has been able to come up with, hopefully to assist him in making a decision as to which course of action to take with his client.

There are some real advantages to this kind of consultation in that it tends to strengthen and develop group cohesiveness and better communications in the agency office and a feeling of support from one's colleagues in working with a difficult client. Secondly, it provides an opportunity for less experienced counselors to benefit from the knowledge, ideas, resources, and skills of more experienced people on the staff. As sometimes occurs, even the group cannot come up with what appears to be a satisfactory solution to the client's problem and suggestions may be made for the counselor to seek more specialized consultation with other resources available in the community, or to accept the fact (without guilt) that some clients' problems are insoluble.

A more formalized method of peer group consultation may be carried out in a group setting under the guidance of a non-supervisory professional consultant such as a psychiatrist or psychologist or physician where the give and take between counselors is still present but is given some direction and professional consultative reflections, hopefully making it more worthwhile. Completely unstructured or unguided groups can often be very frustrating because counselors, like everyone else, are constantly pressed for time and they like to have the feeling that their time is being effectively utilized rather than simply dissipated in non-productive meeting.

THE COUNSELOR AS A CONSULTANT

Thus far, discussion has centered on consultation to the counselor, and at this point the focus will turn briefly to the consultative services the counselor provides others.

More and more frequently, literature concerning the personnel needs of rehabilitation agencies points out the ever-increasing gap between the number of experienced, well-trained counselors and the growing population of vocational handicapped citizens whose needs are going unmet. Compounding this problem even further is the fact that counselors are being asked to perform many duties which have not, until recently, been considered their responsibility, i.e., working with public offenders, the disadvantaged, developing work-study programs for the mentally retarded, developing programs for the chronically ill mental patients, etc. He is also being called upon to work as an interagency consultant for programs such as the Work Incentive Program, Model Cities, MDTA Programs, school programs, facilities and workshops, rehabilitation centers, hospitals, alcoholism, and a whole host of specific disability groups and associations.

Even though it is recognized that the well-trained counselor c[illegible]erform a valuable function as a consultant to agencies and groups in his community, the net result is generally to increase the number of referrals to his office requesting his specific rehabilitation services.[1]

It is more than likely that demands for his services, whether it be for counseling or consultation, are going to increase rather than decrease and the counselor is obviously going to have to have "support personnel," "rehabilitation aides," or "assistants" to carry out many of the duties previously assigned to him.

Although the use of the support personnel is a relatively recent development, it is anticipated that more and more counselors each year will find their roles being redefined so that their primary functions will be case supervision and consultation for several "aides," counseling with the more difficult cases, and consultation to other agencies.

Counselors assigned consultative responsibilities should keep in mind the definition of consultation described earlier in this chapter, i.e.,

> A consultant is an individual with specialized knowledge and skills who, without direct supervisory responsibility, provides advice, information, and training, with such competence and tact that the consultee is able to utilize and adapt the suggestions, information, and knowledge to his own work.

The consulting counselor should avoid the use of professional jargon, but should communicate in a language familiar to the consultee; he should help him, in a warm, accepting manner, in trying to identify the client as a human being with problems and potentials and assist him in finding ways to help the client more closely realize his potentials; he should assist the consultee in recognizing "blind spots" or stereotypes he has about the client; he should share consultee's frustration and anxieties to relieve tensions which tend to inhibit his abilities in focusing on possible solutions; he does not make decisions for the consultee, but rather does express support for decisions made; finally, the consultant does respect the confidentiality of materials discussed in the consultation process so that future relationships with the consultee are in no way impaired.

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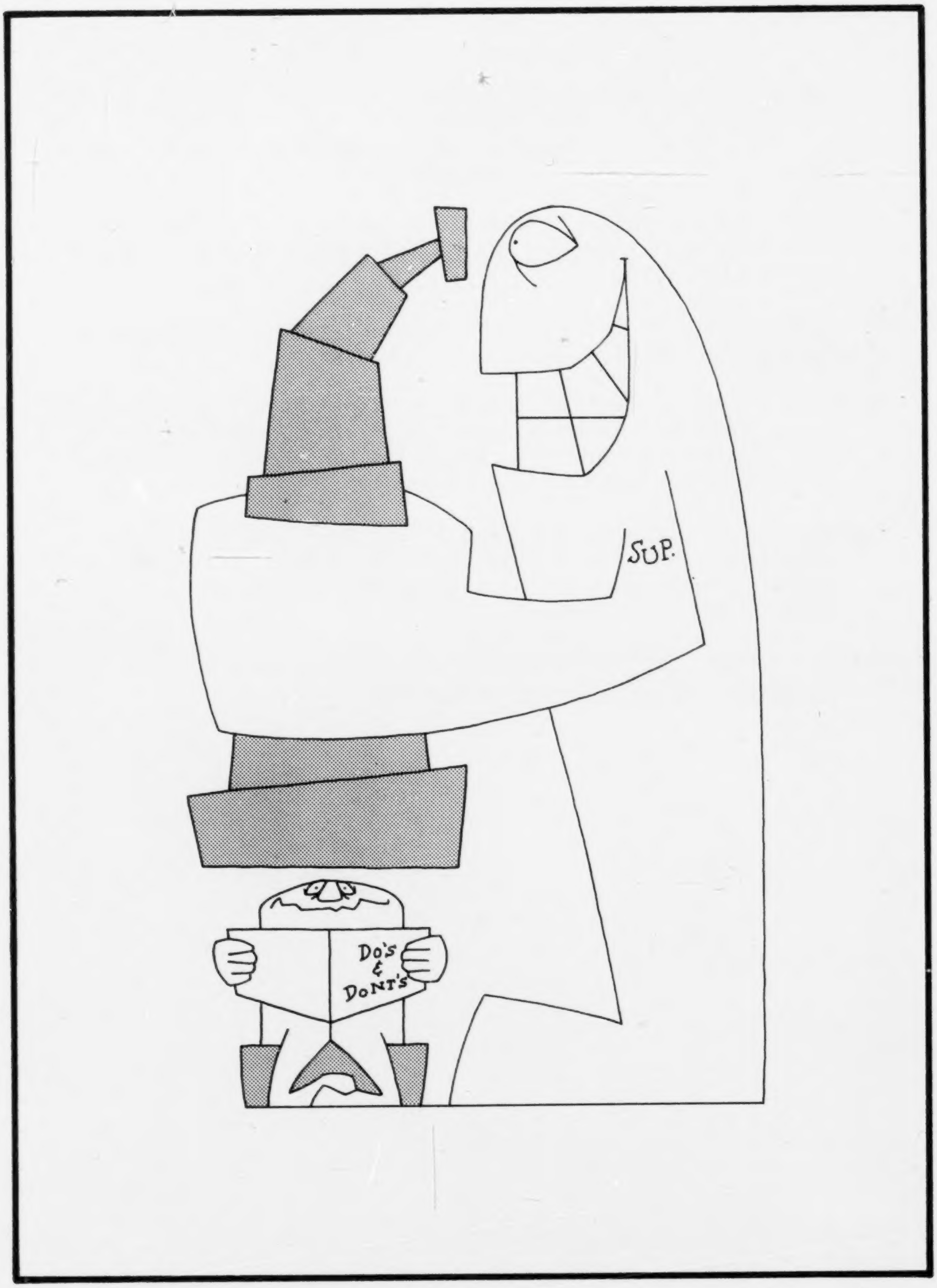
SUP.
DO'S
&
DONT'S

EYEBALLING SERVICE DELIVERY

CHAPTER III

TOOLS OF CASEWORK SUPERVISION
(Eyeballing Service Delivery)

The first-line supervisor is many things to an agency, but for a multitude of practical purposes, he is exactly what the title of this section states, an eyeball. There is much more to it, however, than mere surveillance. Observation, while a very crucial function in the supervisor's role, becomes a relatively simple fundamental when compared to the other decision-related functions of assessment, auditing, and evaluation. As is noted in other sections of this document, he also becomes a key communicator and a prime instructor. (6) Of all the people on the firing line, he is the manifestation of the agency, of the Director, and of all those superiors in the table of organization. The District Supervisor, Director, Associate Superintendent, or whatever the title, have other significant program elements to worry about. Someone must insure that proffered services become delivered services--delivered on time by a qualified and professionally performing staff and within the bounds of agency and legislative standards. The client service, counselor performance, and agency policy "buck" must stop somewhere. This is the challenge to the first-line supervisor.

THE CLIMATE OF SUPERVISION

Just as it is the responsibility of agency superiors to establish a climate within which the supervisor can carry out expected duties, it is the supervisor's responsibility to establish an atmosphere in which he and his staff may function toward the goal of providing services to clients. Counselors, clerical staff, aides, etc., must know that there are certain expectations placed upon the supervisor and upon them as a functional unit within the agency. They must be aware that work from the unit will be inspected and evaluated. They must also be aware that someone must be responsible--that someone must have authority to approve or disapprove, to pass judgments on performance, and to assess conduct of all aspects of the operation. This sort of accountability requires a system which delineates job functions, responsibilities, authorities, and specifies a pattern for performance review.(2)

As has been indicated, one key obligation is to insure that agency services become realities for clients. In the proper climate, rehabilitation counselors become genuine allies in this task. The provision of rehabilitation services is their business, just as observing and assisting them in growth is the supervisor's business.

TOOLS OF THE OBSERVER

The tools and techniques to which the supervisor has access should be deliberately focused on the job to be done. The dual role of monitoring the delivery of services in accord with established standards, and of identifying those elements of the job which may be better performed through training requires the supervisor to know both what is occurring and what should be occurring.

For purposes of discussion let us assume that we have two basic types of observational tools: direct, those which involve the supervisor as a witness to the interaction of a counselor with his client and indirect, those which employ the supervisor as a reviewer not in immediate contact with either the counselor or client.

In observing the service delivery process, the supervisor will find and try many specific tools, techniques, and approaches. It is not possible in this report to provide an exhaustive set; rather, a few basics are provided which may serve to stimulate the development of others and, also, perhaps, stimulate the refinement of those provided.

DIRECT OBSERVATIONAL TOOLS

The comparison chart contained in this section represents an attempt to portray four different direct tools or techniques which may be employed in the supervisory process as they relate to a number of significant variables. Depending on the supervisor's unique circumstances, the variables may be expanded or reduced, or the judgments of advantage versus disadvantage of a particular tool on a particular variable may be changed.

The application of these tools should prove of frequent value to the supervisor in his assessment of the actual service-delivery process, appraisal of counselor performance, and identification of in-service training needs. In addition, those devices which enable audio-visual recording of the interaction between counselor and client afford the counselor an extremely valuable self-learning experience--one which is otherwise unavailable.

The sit-in and one-way glass observations result in screened feedback on the part of the observer. The subjective filtering which occurs may very well deny the counselor the precise kind of self-criticism which he may need to achieve improvement. Recorded interviews enable the supervisor to critique actual interview situations. Even though there seems to be no generally accepted standard of counseling, significant tapes or portions may portray techniques or approaches which would be of value in improving counselor performance.

The 1963 IRS Study Committee on Motivation developed a section entitled, "Tape Recording Analysis" which will be found in Appendix D of this document. In addition to the article's description of the tape recorder as an in-service training device, it may serve as a guide for individual evaluation sessions as well.

The direct observational tools should share the common purpose of providing feedback to the counselor aimed at helping him to improve techniques, or of providing alternative suggestions. The supervisor should provide the counselor with some response, even if simply to tell him that he did a good job. The chapter, COMMUNICATION AND INTERPERSONAL RELATIONSHIPS, and the article, "Talking It Over Is Important," by Wiksell (15) provide some highly adaptable observations and communications principles which may be applied. Content of such discussion should be relevant and specific in terms of what was heard or not heard, seen or not seen. Supervisory assessment is important to the counselor and should be shared.

Until the counselor becomes thoroughly comfortable with the idea of being observed in his performance, the supervisor should bear in mind that the actions of both the counselor and the client may tend to be somewhat distorted with the knowledge that they are being observed or that their interaction is being recorded.

In the utilization of the tape recorder or video-tape recorder, there are ethical considerations as well as legal-moral realities which must be accommodated. Any time that client information is written or placed on a device which will reproduce it, responsibility for appropriate handling and confidential treatment of the information must be assured. The client must be advised when a session or a series of sessions is to be recorded. For the legal protection of the counselor and the agency, a release or consent form should be signed by the client. The client has the right to refuse and such refusal must be respected. In addition, the client has the option of excluding certain materials by request from any such record.

Summary Comments - Direct Observational Tools

Aside from tape recorders, it is not usually financially feasible for all agencies to provide equipment such as has been reviewed in this section to all installations within the agency. Short-term rental of this equipment is a possibility in many areas of the country. Once the initial shock of seeing or hearing oneself in action is experienced, the benefits of being able to critique and evaluate techniques become evident. Imagination may result in additional avenues which can be explored with such equipment. For example, if the counselor can benefit from seeing himself in action on video tape, what benefits might accrue to the client as a result of this same experience? What combinations of tools may improve results? As an example, video-tape recorders have been employed with one-way glass to eliminate some of the obvious disadvantages of either technique alone.

COMPARISON OF (A) ADVANTAGES VS. (D) DISADVANTAGES OF SELECTED DIRECT OBSERVATION SUPERVISORY TOOLS

COMPARISON FACTORS	SIT-IN	TAPE RECORDER	ONE-WAY GLASS	VIDEO-TAPE
Effect on Counseling Relationship	(D) 3rd person's presence often interferes with interaction	(A) Little effect, if any, after participants become accustomed	(A) Little, if any, once counselor is accustomed. No client interference	(A) Little, if any, after counselor and client become accustomed
Visibility of Physical Factors	(A) Full visibility is afforded	(A) None	(A) Full visibility is afforded	(A) Special viewing equipment necessary. Full visibility afforded with proper camera angle
Special Physical Facilities or Power Supply	(A) None	(A) None if battery operated	(D) Permanent installation and requires space for observers	(D) Requires power supply
Supervisory Time Requirements	(D) May be very time-consuming if supervisor accompanies counselor	(A) May be sampled	(A & D) Depending on use, may be sampled without interference	(A & D) Depends on use
Expertise Required for Operation	(A) None	(A) Knowledge of set-up and controls in procedure	(A) None	(D) Knowledge of set-up and controls
Special Operator Required	(A) None	(A) None	(A) None	(A & D) May use special operator but not required Requires special training
Expense (Initial Equipment Purchase, Supplies, Maintenance, etc.)	(D) Primarily in terms of supervisory time	(A) Comparatively inexpensive. Tapes are re-usable	(D) May be quite expensive in installation and space	(D) Relatively expensive to purchase and maintain. Tapes are re-usable.
Portability	(A) Highly portable if supervisor accompanies counselor	(A) Highly portable	(D) Not portable. Permanent installation	(A) Quite portable if proper equipment obtained
Value for Training	(D) Little actual opportunity for counselor self-assessment. Supervisor feeds back reactions	(A) Provides opportunity for counselor to self-evaluate verbal content	(A & D) Dependent on recording equipment combined	(A) Excellent self-evaluation tool and instructional device

INDIRECT TOOLS AND TECHNIQUES OF OBSERVATION

The 1963 IRS Study Group on Motivation stated, "regularity of review can be a tremendous motivating force for counselors."(10) While motivation of counselors may not be the prime objective of direct or indirect observation, there can be little argument that it is a by-product, and often a healthy one, for those individuals who may need such extrinsic influence. Our focus in this section, however, will be on indirect tools and techniques which assist the supervisor in fulfilling his responsibility for insuring that proffered services become delivered services. Unlike observation of counseling, where there are few recognized standards, the indirect observational techniques do enable assessment in areas which can be more objectively evaluated.

Recalling our earlier definition, indirect tools or techniques are those which employ the supervisor as a reviewer but not in immediate contact with either counselor or client during their interaction. Certainly, the client's casefile must be the prime object of such review. Beyond the casefile, however, there are many types of supervisor and counselor initiated tools which assist in caseload management, expeditious case handling, and, ultimately, performance assessment.

There must be systems within the office and agency which expedite processing, reporting, and planning. The day-by-day monitoring of these systems will assist the supervisor in identifying problems which interfere with service delivery. Whether such problems prove to be client, agency, or counselor-related, it is the responsibility of the supervisor to be aware of them and to assist in their solution whenever possible. Those which cannot be resolved locally should be communicated through whatever channels are available. If agency position on an issue is not clear or if the supervisor does not know the "why's" of policy, it is his obligation to find out for himself, his staff, and the clients of his office.

Bearing in mind that there are operational differences between individuals, offices and agencies, the consideration of indirect tools will begin with the one device which should contain elements of commonality--the client record or client casefile.

Case Review

As a tool which has maximum usefulness in the State-Federal Vocational Rehabilitation Program, the individual client casefile is apt to be approached by various reviewers with a multitude of expectations. Fiscal auditors expect it to contain reports and records which substantiate expenditures of funds on an individual client. Program administrators expect the file to reflect fulfillment of all the legal and administrative guidelines and regulations which have been decreed. Researchers and statisticians expect it to contain dozens of bits of detailed data, accurately coded, about the client which can be stored in computer memory and subjected to all sorts of statistical manipulation. Counselor trainers expect it to contain process narratives which can be used to assess the techniques of counseling employed in working with the client. Counselors desire that the file contain the information about the client which is essential and helpful to them in the process of making decisions with the client which will result in his rehabilitation. The counselor's supervisor wants it to contain some of all the above, plus reflecting a smooth chronology from intake through diagnosis, eligibility, plan development, service provision, review reports, placement records, and rehabilitation closure complete with follow-up reports to all of the participating agencies, referral sources, and the legislator who inquired four years ago. Facetious? Perhaps. But it does point up that when we regard case review as a supervisory tool, we cannot really communicate until we consider "Case review, for what?"

There has been a substantial body of material written on the subject of case review and the rehabilitation process. For this reason, it would only be redundant to repeat much of the detail in this chapter. Careful review of the 1967 Revised SRS-RSA Training Manual, "Introduction to the Vocational Rehabilitation Process," by McGowan and Porter(7), "Some Aspects of Supervision in Vocational Rehabilitation," by Morgan and Porter (8), the First IRS (1963) Committee report, "Case Recording in Rehabilitation"(1), or the Third IRS (1965) Committee document, "Training Guides and Caseload Management for Vocational Rehabilitation Staff," (14) will indicate that the case review is a tool which can contribute answers to a wide range of questions. Any first-line supervisor who has not done so would do well to carefully digest the content of these documents with an eye toward the effective and specific application of the case review approach. In addition to the base material, each document provides a rather extensive bibliography and references which may also prove to be most useful in the development of specific tools aimed either at routine assessment or at the resolution of specific problems. While they may not be directly applicable to a particular problem situation, many of these writings contain suggested case review forms, check lists, performance evaluation formats, and flow charts. Addition, deletion, or modification of specific items to accommodate local process variations will often provide the precise tool necessary for a given review purpose.

Any supervisor or counselor who ambitiously embarks on a saturation type of case review in a large caseload will rapidly conclude that it can be an extremely time-consuming technique. This is dependent to some extent on the style of recording and type of material retained in individual client casefiles in a given agency. The usual result, however, is that such reviews are abandoned, reduced to a sampling of cases, or the content of the review is restricted. Purposeful review can be directed at cases in selected rehabilitation statuses, at case narratives, diagnostic material, eligibility documentation, rehabilitation planning, or any number of selective areas. The guiding principle should be to establish the purpose of review, know in advance what to look for, and select a sample which is realistic for the time available.

Aside from the documentation specifically required by Federal Regulation, there can be substantial variation from agency to agency. It can be safely concluded that this same lack of unanimity as to what should be contained in a casefile is probably a reliable indicator of interagency administrative and casework philosophy. It would also tend to explain why the two prior IRS Study Committees on "Case Recording" and "Caseload Management" rather meticulously avoided any prescriptive approaches to either subject area.

It is felt, however, that there are some crucial stages in the rehabilitation process which require supervisory attention. It is, therefore, recommended that cases be reviewed by the supervisor at three stages of the individualized rehabilitation process, namely: eligibility, rehabilitation plan, and closure. Further, in the event that the case does not reach the eligibility or rehabilitation plan stage in the process, it should be reviewed at closure, regardless of type.

Even this recommendation must be applied within the context of individual agency policy, casework practice, recording standards, supervisory philosophy, etc. Whether the supervisor's signature is required at any of these stages to validate the action is an agency matter. In many states, the level of individual counselor sophistication in applying accepted standards and his demonstrated performance in utilization of the rehabilitation process is given major consideration. Thus, signatory review may be conducted by the supervisor with the option of discontinuing this routine when an individual counselor demonstrates understanding and proficiency.

Keeping in mind that the case record may be the subject of many types of reviews, its basic function would be to facilitate the orderly and coordinated provision of services to the client. As a tool for the counselor, it should reflect his application of the rehabilitation process and should document the action in the case.

Systems for Reporting, Control, and Planning

A recent news article, reporting on the current status and problems in the application of electronic data processing in business, government, and industry, contained the admonition, "Beware gigo,"(3) This acronym translates "garbage in, garbage out." Whether applied to EDP or to the completion of the RSA-300 client information form, the admonition is still appropriate. The integrity of any system is directly proportionate to the accuracy of the information which is put into it.

To gain perspective of the importance of information systems, it might be well to consider briefly some of the implications which data gathered at the local office level has in the administrative decision-making process.

Effective administrative decision-making should be based on as wide a variety of relevant information as can be obtained. Increased access to sophisticated data processing facilities enables much necessary data to be gathered, collated, inter-related and otherwise manipulated to provide an informed base for program decisions. Through the years, substantial quantities of individualized client information have been made available by the states to the Federal Agency via the client information form which was submitted at the time the case was closed. As a result of gathering this rather comprehensive individual data, the vocational rehabilitation program was shown in a very favorable position when compared with other "people service" agencies at the time the Department of HEW became initially involved in the Federally required programming, planning, and budgeting system (PPBS).(5) Also as a result of this data, the Federal Office has been able to provide substantial feedback to the State agencies, which has proved highly relevant in the state administrative decision-making process.

With increased access to electronic data processing in the various states, the pattern for gathering much useful client information has long been established and has proved highly adaptable as a tool for providing local information and feedback.

Electronic data processing, intelligently programmed and applied, is enabling much more intimate knowledge of agency and office programming than has otherwise been available through the former manual system of data manipulation. Summaries of several such state-level systems are provided as a part of the 1965 IRS Committee on Caseload Management report, which has previously been mentioned. Considerable further information, as well as a prototype layout of a state level data processing system, is provided in the 1967 "Proceedings of a Seminar on EDP in a Vocational Rehabilitation Agency."(9) In essence, this document presents the experiences of two states, Wisconsin and North Carolina, which had, at that time, converted much of their information processing to EDP. While the seminar was designed primarily for administrative and systems staff, the summary of general observations from the conference and numerous comments in the text of the presentations reinforce the need for careful orientation and training of the professional and clerical persons who gather and prepare the information for processing. Precision in coding and accuracy in the recording of data at the local office level must be achieved before any system can provide accurate output.

The local office supervisor and staff should be prepared for periodic radical change in data gathering forms, types and amounts of data required, and increased coded responses which require conversion of client characteristics to numerical entries. Needless to say, the impact of such change at the counselor and clerical level can be quite disenchanting unless the need for various types of data and methods for collecting it can be adequately interpreted. In turn, the first-line supervisor who is responsible for local office action must have the information and assistance available in training and working with staff. "There is no reason for it; it is just our policy" is a totally inadequate response for sophisticated staff involved in the gathering and recording of such detailed information.

To date, many agencies have provided little or no significant feedback to the local offices. It is important to share selected output of EDP systems with operating staff in order that they will better understand the benefits and importance of their labor without flooding staff with non-essential data.

Such understanding on the part of operating staff should be vastly improved and the supervisor's task eased considerably when "on-line" systems such as are described by Diebold in Harvard Business Review (4) are locally available. Seven developments in information technology which he states "are and will change management" follow:

1. Future information systems will be more versatile and will more nearly parallel the real flow of information in the organization.
2. Information systems will tend, increasingly to be "real time," i.e., they will reflect important and routine events as they occur.
3. Systems flexibility for new applications will be vastly increased, and costs greatly reduced, through a broad range of new peripheral equipment developments.
4. Significant cost reductions and vastly expanded use of random-access files and memory will permit the drawing together on an integrated basis of the data needed to manage and operate the organization, and provide instantaneous and flexible access to it.
5. A totally new data storage and processing capability--graphic storage and processing--will become economical and commonly available.
6. Information storage and retrieval of technical, management, and general data will become an increasingly important aspect of information systems.
7. There will be significant improvements in the means of communicating with systems--the so-called man, machine interface.

As witnessed in the earlier EDP Seminar reference, aside from research applications in specialized settings (universities, private rehabilitation facilities, and a few State agencies conducting special studies), EDP has been employed by State agencies mainly in the comparatively routine functions of keeping track of agency, local office, counselor caseloads and financial accounting. This is not to devalue such processing of the EDP systems.

As the techniques of data processing are refined and more sophisticated hardware such as is described above becomes available, the day is rapidly approaching when counselors in the field will have direct access to practical input of their client's characteristics and will receive feedback from the computer which may provide assistance in the decision-making process with clients. If there is further interest in reading about such applications as have been attempted in other fields, see the articles, "Case Recording by Code" (12) and "Psychiatry Takes to Computers"(11) which are listed in the References.

Statistical Assessment

Regardless of the system which the agency employs to assist the counselor and supervisor in keeping track of caseloads and other client-related data, it is essential that the counselor be properly oriented to the techniques of its utilization and to his obligations in maintaining input which will retain the integrity of the system. Proper recording of changes in client identifying information, rehabilitation status changes, case transfers, closures, etc., has significance for more than just the counselor who is serving a given case. One illustration of the use of statistics is given in "Statistics in Vocational Rehabilitation." (13)

Even with experienced counselors, a periodic statistical review of an entire caseload can be revealing. Such a review need not be a time-consuming procedure if the system is adequate. With consideration for any unique characteristics which might be evidenced in a caseload due to the individual counselor assignment, the supervisor can obtain a rapid assessment of counselor function by noting any unusual build-ups of numbers of clients in certain statuses, age distributions, disabling conditions, and time in status. Quite naturally, the counselor should receive immediate verbal and/or written feedback. Needless to say, this type of monitoring and individualized attention provides a prime opportunity for in-service training, problem discussion, and genuine interaction which can be highly beneficial to both the counselor and the supervisor. It is also a prime tool for insuring the adequacy of counselor-client contacts, hence some measure of assurance that equitable coverage of agency clients is in fact occurring.

From a production standpoint, assessment of statistical reports from a given counselor, office, or agency will result in patterns of performance which enable the experienced observer to predict with considerable accuracy the number of clients who will be brought into the process, the number who will receive various types of services, and the number of rehabilitations which will result. Simply stated, input plus service equals output. This is not to say that variables cannot be introduced to change operational patterns. It is to say that statistical and case reviews have substantial potential as supervisory tools.

Staff Assistance

The importance of counselor and clerical involvement in the supervisory review and control processes cannot be overstated. Participation in the development and maintenance of specific reporting procedures promotes learning, builds individual morale, and encourages cooperation. In addition, the supervisor may well find that the tools and approaches developed through such participation are far more effective and efficient than he might devise by himself.

Counselor Itineraries and Contact Planning

Statistical assessment of individual counselor caseloads may frequently cause the supervisor to wonder whether a given counselor is managing his caseload, or vice-versa. Most assuredly, there are many examples of territories and caseloads which are simply too large. The fact is, however, that regardless of work setting, the counselor must accommodate the necessity of advance work planning. The simple requirement that the counselor file a copy of his weekly itinerary and client contact list in advance will provide the supervisor with a device and practical assurance that some system of advance planning is employed.

All too many counselors, trained or untrained, come to the agency without any prior experience in the practical aspects of planning and managing the provision of services to a caseload of the type which they will be expected to handle. Thus, planning of travel, agency contacts, and client contacts would provide at least a basic system from which the counselor will not be likely to depart even if supervisory monitoring is reduced. The act of advance planning, regardless of the geographic size of a territory, stating whom he plans to see when he gets there and what he intends to do in those contacts provides the counselor with the type of business-like efficiency which encourages his productivity and most effective use of his working hours. In effect, he is creating a schedule for himself which, when met, increases his own personal satisfaction and promotes his self-confidence and capacity to predict outcomes in the many facets of his work. In addition, he gains a reputation for being systematic, not only with clients, but with agencies and other persons with whom he works.

Itineraries and advance planning have the very practical aspect of enabling the supervisory and other staff members to know the counselor's whereabouts, and provide verification of the counselor's claims for expense reimbursement. However, use of itineraries and advance planning should not be emphasized for these reasons: their strength lies in their reinforcement of the planning aspects of the counselor's job.

Among the more significant elements of the client contact list, especially for the new counselor, are statements of the purpose for and outcome of specific contacts. This format not only provides him with a graphic display of his week's work, but it also serves to remind him of details or problems which should be discussed with the supervisor. The counselor should establish an operational pattern of setting aside a block of time each week for the sole purpose of planning the following week's schedule and making some longer term projections as to planned agency and client contacts. Ready access to a secretary during this process can save valuable time by routinizing client notifications, letters to agencies, phone contacts, etc.

Letter or Verbal Complaints

What public or private agency, company, business, school, institution, or church does not receive adverse criticism or complaints? Like an infection, they usually appear without warning, are hostile to their surrounding environment, cause pain, and require careful diagnosis to determine the underlying cause. Some turn out to be serious and valid while others represent only a transitory situation which can be handled with minor treatment. At best, they can be referred to and handled by the counselor who is involved with the problem. At worse, they may be too severe to respond to any form of palliation and may require radical treatment.

Regardless of who receives the complaint, the first-line supervisor should be aware of its nature, severity, and handling. With few exceptions, the guiding principle should be to investigate and respond. This is valid, regardless of the agency echelon at which it is received. Further, the response should be factual, prompt, and as non-aggravating as possible. Depending on the nature and tone of the complaint, if time-consuming investigation is going to be required, the complaintant should be so advised and follow-up procedures instituted which will insure response.

In most instances, complaints involving a specific case can be handled by the counselor with a minimum of difficulty. Others may require supervisory or administrative action.

Just as the decision as to the most appropriate person to respond for the agency is judgmental, so is the judgment of merit of a given complaint. Where possible, action to correct real inequities should result. Other situations will require judgmental assessment of the motivation of the complaintant and a response which is tailored to take this aspect into account.

When regarded as a potentially valuable feedback mechanism, the complaint, though unsolicited, may serve to call attention to a wide variety of agency practices, policies, or problems which might otherwise not routinely receive notice. Thus, as an indirect tool, the complaint, whether written or oral, may prove to be a most worthy vehicle of observation.

Client Survey

There seems to be little reporting in the rehabilitation literature which would indicate that any agency routinely employs the client survey technique as a means of obtaining information from the "eye of the beholder." Even though most home appliance manufacturers include such a questionnaire as a part of their warranty registration, the technique does not seem to have been as well accepted in the people-service field. There are some reports, albeit isolated, in publications such as Social Casework, which would indicate that the technique is not completely foreign to the fields of social work and public welfare. Even in these areas, however, there does not seem to be an overwhelming desire to know what the client thinks about services received.

Client mail surveys, initiated by the agency at specific points in the rehabilitation process, might prove to be extremely enlightening. Following the suggestions of people whose business is conducting surveys, the construction should be simple and the number of items limited. Preferably, the questionnaire should utilize multiple-choice responses or a simple "yes" or "no" with a space provided for additional comments if desired.

As a simple indirect observational tool, the client survey should not be employed without staff knowledge and concurrence since it has the potential for being an extremely threatening procedure.

Related Agency Relationships

Contacts with other agencies, mentioned previously as a source of information, can be used as an observational tool. Establishing and maintaining lines of communication with a wide variety of individuals and agencies will give access to information not otherwise available. Awareness of a problem is a prerequisite to its resolution. Regardless of the nature of a potential problem--counselor personality, agency policy, procedural conflict, or whatever--its resolution is much less complex if the communication lines between the supervisor and his counterpart in another agency are open. Where possible, the development of an informal relationship with such individuals through professional- or business-related organizations or other contacts based on mutual interests should be fostered. Unsolicited feedback in the form of letters of concern or complaint from other agencies also provide some assessment of the function of staff and office in providing services to clients.

A PARTING THOUGHT

Increasing experimentation and innovation in patterns of service are certain to have profound effects on roles of counselors and supervisors alike. Establishment of night and weekend office hours, satellite offices in ghetto or Model Cities areas, and assignment of counselors in schools, hospitals, probation offices, etc., all require alterations of supervisory patterns. In the past, outlying urban and rural areas have been served by itinerant counselors. Agency recognition of the need for better accessibility to services, however, has reversed this trend. It is becoming increasingly common for the counselor to reside in the area he serves and for the supervisor to become the itinerant. Apparently, there has been little written about this change. It may be expected, however, that it will create some unique and far-reaching problems and circumstances which will require substantial study and revision in many aspects of monitoring the program.

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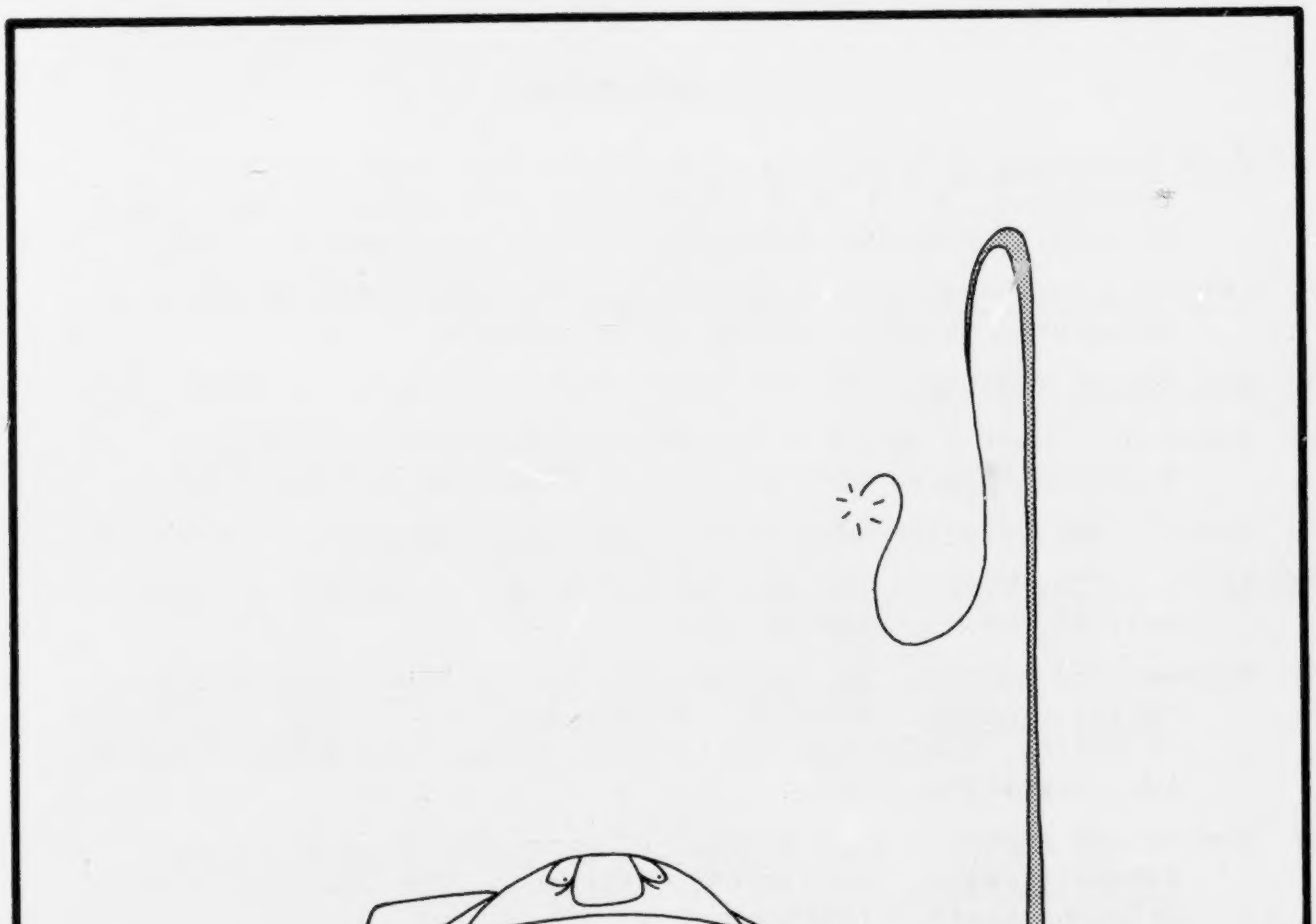


TRAINING

CHAPTER IV

THE SUPERVISOR AS A TRAINER
(To Be or Not To Be)

THE SUPERVISOR IS A TRAINER

In general, first-line supervisors without question accept the role and function of management. Most supervisors accept the fact that they must approve cases and case expenditures, represent the rehabilitation agency at community meetings, see that various deadlines are met, verify the accuracy of reports, resolve misunderstandings between counselors and clerks or between clients and counselors, and engage in a wide variety of similar supervisory-management activities. However, supervisors often fail to accept the role and functions of trainer.

Supervisors do accept the responsibility for getting the work done, and the work, whether it be the rehabilitation of clients, typing letters, doing bookkeeping, or providing medical consultation is done by others. To maintain minimum standards of performance and economy of operations, the supervisor also must accept responsibility that these others (his subordinates) be fully equipped to do the work.

Because the supervisor works with others day in and day out to accomplish the agency's goals, he is in the most advantageous relationship to help them learn and develop their abilities. If learning is defined as "a relatively permanent change in behavior that occurs as a result of practice or experience,"(2) (including reward or punishment), then, whether he consciously accepts the fact or not, the supervisor functions as a trainer whenever he influences a change in behavior of those who work under him.

THE SUPERVISOR AND THE TRAINING UNIT

No doubt every supervisor, even the most recently appointed, has participated at a supervisors' management meeting where the solution to problems such as case finding, determining eligibility, case recording, and so on, has been to recommend that the agency's training staff put on a training program to correct the particular problem. (Sometimes the recommendation is for the Agency Director to issue a "Thou Shalt" or "Thou Shalt Not" directive.) The thinking seems to be that if people were only trained properly in a specific function (or told what to do in writing) they would behave and perform appropriately from then on out.

This study group sees the agency's training unit (special staff personnel concerned with overall staff development) in a different perspective. The training unit is seen as functioning to help the supervisor in training his subordinates. The training unit can contribute to helping the supervisor develop his training skill, helping him to understand and apply principles and theory related to learning, and providing the supervisor with materials related to improving performance among a broad group of employees. This help to supervisors, in essence, is the study group's objective in this chapter.

The study group sees the supervisor influencing employee performance in three broad and sometimes overlapping areas:

1. In a one-to-one relationship, as in regular contacts in the regular performance of the employee's work and through individual conferences.
2. In staff meetings and other group meetings with employees.
3. In providing a work situation (climate or milieu) that is favorable or conducive to individual growth and development.

Before we explore the potentials of employee growth and development in these areas, it seems necessary that we first recognize the importance of the agency administration's influence on training as well as the importance of the supervisor's understanding certain learning principles and theory.

ADMINISTRATION'S IMPACT ON THE SUPERVISOR AS TRAINER

All levels of administration within the agency have an impact on the kind and amount of training that the supervisor can and will do, as well as on the resulting behavior of the people being trained. Unless all levels of administration communicate in a variety of ways that training not only is supported but encouraged, such as by budgeting for training time and materials and by recognizing and rewarding employee performance resulting from training, then there is little reason for the supervisor to see himself in the role of trainer or function as such.

For example, if the administration believes that regular, periodic supervisor-subordinate conferences result in maintaining a minimum level of employee performance or result in improved performance, administration must communicate this by including it in policy; by providing the supervisor himself with training to carry it out; by recognizing that a certain unit of time is essential to be taken from productive (client contacts, paperwork, etc.) job activities to hold such conferences, by evaluating employee performance in the areas upon which individual conferences focus; by both privately and publicly commending the improved performance resulting from the supervisor-subordinate conferences.

Conversely, if administration at any level communicates by word or deed that periodic individual conferences are elective on the part of supervisor or subordinate; that a short perfunctory meeting to conserve time is acceptable; that such conferences can be postponed in order to catch up on paperwork or other more important management functions, then the supervisor and subordinate will get the message that individual conferences, a training function, are not an essential part of supervision, and they will behave accordingly. The time and any expense saved by dropping this supervisory training function can be invested in "putting out fires" or performing other expedient functions.

In turn, the supervisor has a responsibility to administration. The training functions he performs must support the policies and objectives of the administration. In addition, the employee behavior resulting from training must be appropriate to the agency's program and to the agency's cultural state or value system. For example, the supervisor is working at cross purposes with the administration and does counselors a disservice if he trains them to practice clinical counseling, which the supervisor may value highly, when the administration perceives counselors as coordinators in providing rehabilitation services, and places a negative value on what it considers as playing with the client's psyche. As another example, the supervisor must determine whether to emphasize training counselors in the development of a facilitative relationship with clients or to emphasize training in economizing in the delivery of rehabilitation services, or in manipulating expedient placements, depending on the administration's concept of the counselor's role and function.

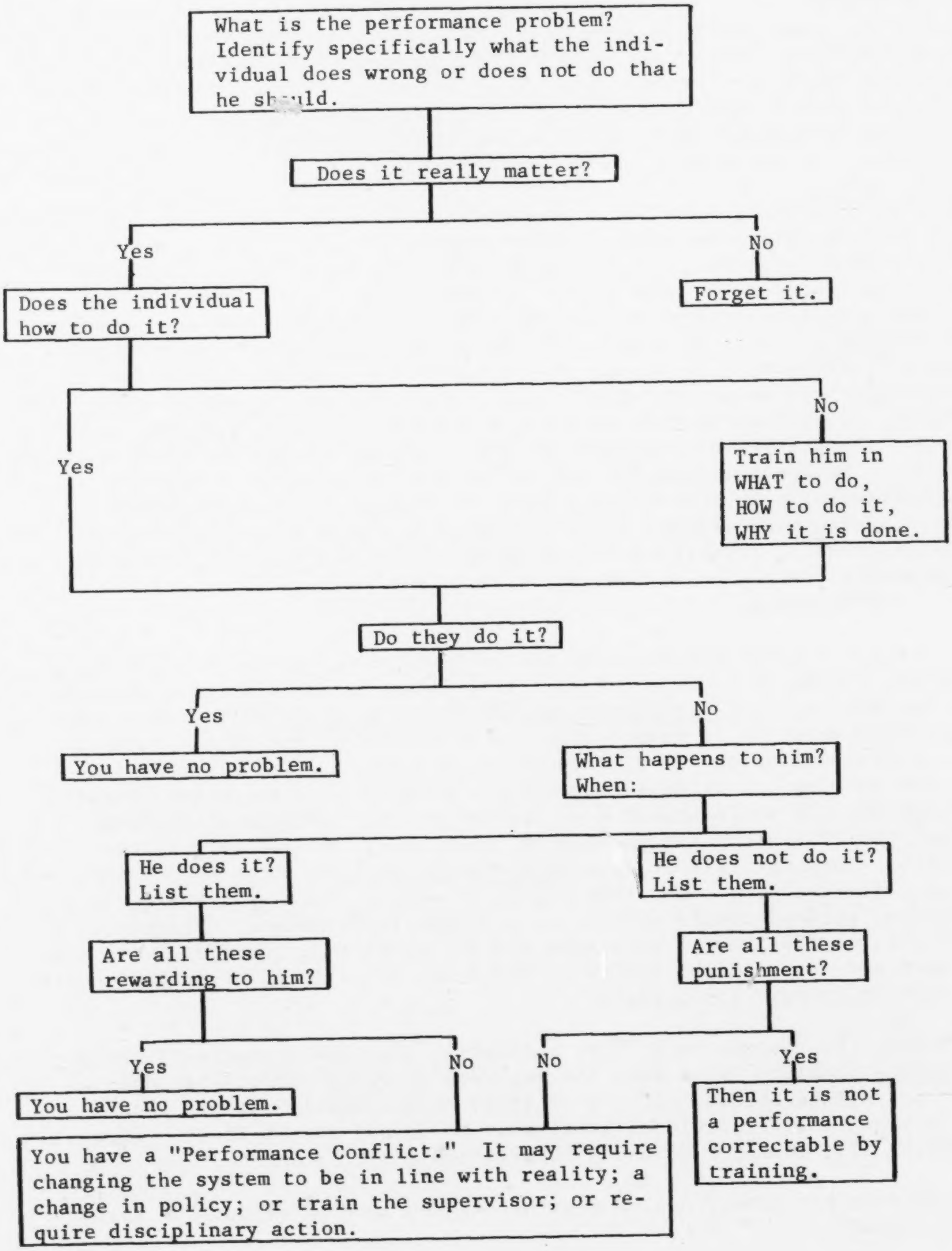
A difficulty sometimes faced by the supervisor may be contributed to at various levels of administration. It relates to the situation described in the section, THE SUPERVISOR AND THE TRAINING UNIT, above, where the suggested solution is made without studying the nature of the problem, or without analyzing the variety of circumstances which may contribute to the problem, or without suggesting a variety of alternative courses of action. It would appear more appropriate for administrators and supervisors to study the problem to determine if it can be resolved best by training or if it is a performance conflict which may be resolved more effectively by some other course of action, such as a change in operation, policy, reward system, or a change in personnel. Diagram IV-A illustrates the thought processes and decisions that administrative personnel and others might follow to determine if training or another course of action is more appropriate.

Briefly, the process is to make a careful, complete analysis of the performance problem: what does the employee do wrong and/or what does he not do that he should. If any of these things really matter, then determine if the individual knows what to do and how to do it. (See CHAPTER III, TOOLS OF CASEWORK SUPERVISION.)

If he does not know, then he must be trained in WHAT to do, HOW to do it, and WHY.

DIAGRAM IV - A

TRAINING ANALYSIS CHART


What is the performance problem? Identify specifically what the individual does wrong or does not do that he should.
Does it really matter?
Yes
No
Forget it.
Does the individual how to do it?
Yes
No
Train him in WHAT to do, HOW to do it, WHY it is done.
Do they do it?
Yes
No
You have no problem.
What happens to him? When:
He does it? List them.
He does not do it? List them.
Are all these rewarding to him?
Are all these punishment?
Yes
No
No
Yes
You have no problem.
You have a "Performance Conflict." It may require changing the system to be in line with reality; a change in policy; or train the supervisor; or require disciplinary action.
Then it is not a performance correctable by training.

However, if he knows the WHAT, HOW, AND WHY or has satisfactorily completed training in them, the supervisor must look further. He must list what happens when his employee does the WHAT, the way (HOW) he should, and what happens when he does not. If everything listed is rewarding to the employee, there is no performance problem. If everything listed is punishment, then the performance problem is not correctable by training.

If anything the individual does right is "punished" or if anything he does wrong or does not do is "rewarded" then there is a "performance conflict." Then the reward system, policy, operation, or procedure should be changed, the supervisor needs training, or disciplinary action is required--or some combination of these.

To illustrate, if the policy and procedure are to have all employees punch the time clock (WHAT) by 8:00 a.m. every work day and one fails to do it, he may have to be taught HOW. If he punches it any time between 8:01 and 9:00 most days, the supervisor must decide if it matters. If it does, he should explain the WHY (which is training, influencing behavior).

If a different individual was taught HOW to punch the time clock (WHAT) by 8:00 and WHY during orientation, but six or eight months later punched in any time between 8:30 and 10:00, the supervisor should analyze what happened when the employee punched in at 8:00 and what happened when he did not. When he did, he got a day's pay. This was rewarding. There was no problem. When he did not, he still got a day's pay and besides, he probably did less work. Both are rewarding. In the second situation there is a performance conflict. Further training will not correct performance because he knows WHAT, HOW, and WHY; and it is unlikely that a directive from the Director calling all employees' attention to Policy Number One will result in corrected performance. The reward system must be changed, the policy changed, or disciplinary action taken.

When the supervisor determines that his subordinate does not know the WHAT, HOW or WHY, the supervisor must provide training. A knowledge of learning theory and principles of learning can be of considerable value to the supervisor as he relates with his subordinate to develop the subordinate's performance.

SOME ASPECTS OF LEARNING

To paraphrase John Ruskin, education is more than providing the resources and climate for helping others to know what they do not know; it means a continuing search to discover and use every appropriate means to assist others (who so desire) to function more effectively.

The effective supervisor is a learner, and he is alert for a variety of factors which influence ways in which his counselors learn. In terms of his own responsibility, he realizes this calls for more than intellectual understanding and the collection and organization of information.

As indicated elsewhere in this chapter, information and techniques take on meaning and vitality to the degree they find living expression in the daily performance of the supervisor and others who have key roles in policy making and administration.

It has been pointed out that for learning to occur one must want something, notice something, do something and finally get something.

The supervisor is vitally concerned with all these factors as he attempts to understand and stimulate learning.

Want Something

The old saw about leading a horse to water but not being able to make him drink illustrates the point. There must be "drive" or "motivation" on the part of the learner. Many counselors are already motivated or "thirsty." With others the supervisor may use any of several kinds of psychological salt with which to make the counselors thirsty.

Notice Something

Continuing with the "horse and water" analogy, the task of the supervisor is to search for a variety of cues or stimuli to fashion such an attractive variety of drinking troughs that the "thirsty" counselor can take his pick from a cafeteria of troughs.

Do Something

This is called response. One can be thirsty, have his attention attracted to a thousand sources of water, yet, unless he "does something" die of thirst. The "do something" often is quite complex and may involve extended individual or group effort.

Get Something

This is the payoff. Thirst has been aroused, something has attracted the person to a source of water, action has been taken and "reinforcement" must come with the reward. There are boundless numbers of objects and events which serve as "reinforcers"--compliments, recognition by associates, attainment of a desired goal. These help maintain or increase the degree to which one is willing to repeat this response.

This ultra-simple explanation of learning is just that--too simple. For perhaps no task facing the supervisor requires more skill and imagination and continuing effort than "being a manager of a learning climate" and providing opportunity for a variety of individual learning experiences.(16)

Stated in another way, learning occurs in a living context. What the leaders in this context really believe is the message which transcends all others. One of the most common ways we can learn is by imitating others. This is called modeling. The supervisor is the model. He has no choice. What he is and does are matters of prime importance in conditioning the climate or work environment where people will be able to function more effectively. The term model, as used here, relates more to the concept of prototype than to the concept of perfection. The prototype, the supervisor, undergoes change in the course of further development.

The ultimate, acid test of whether or not learning has taken place may be measured against the definition of learning as given by Bass and Vaughan: "Learning is a relatively permanent change in behavior that occurs as a result of practice or experience."(2)

There are many factors which a supervisor should consider in order to move successfully in the direction of helping counselors effect a "relatively permanent change in behavior." For example, the counselor must be involved as a participant, understand the meaning and importance of what is being learned, have time to assimilate what he learns, and feel secure in dealing with his shortcomings--without feeling threatened.

An area which could easily require a volume or more if treated in depth is human needs and a consideration of these in relation to learning. We are reminded time and again of the client's needs. What about the counselor's needs? Let us consider just one need--the need for recognition. The wise supervisor finds ways of satisfying this need in his counselors through their improvement of the quality of services provided handicapped people. A genuine word of appreciation, recognition of a job well done--these should not be reserved for rare and special occasions.

Sustained, productive activity must have a reason for being. The need for meaning is essential and basic. What is our overriding objective in training? Why should a worker in rehabilitation continuously seek to improve himself personally and professionally? IMPROVEMENT OF SERVICES TO HANDICAPPED PERSONS IS THE OBJECTIVE, THE DESIRED GOAL, THE CRITERIA, THE JUSTIFICATION FOR TRAINING WHICH MUST EVER BE KEPT IN VIEW. This is the reference point for our training compass; this is the North Star from which we take our bearings.

Why should those who work in rehabilitation be particularly aware of the need for improved functioning? The primary reason, of course, must be their concern for providing services of a higher quality to his clientele.

The following are additional factors which a supervisor should keep in mind as he attempts to stimulate learning:

A. People vary widely in their perception of the same object or event. Seeing is not necessarily believing. In many instances believing is seeing. Witness the number of deer hunters who are mistaken for deer and killed each year. A supervisor must seek to understand his counselors' perceptions (what they really see) in order to create the circumstances for change.

B. How easily we learn and retain material depends on how meaningful it is to us; that is, it depends on the number of connections we can make between the new material and previously learned associations.(2) Blessed is the counselor who has a supervisor who explores for a diversity of connections between the new and the old. Transfer of training: there is always a question of whether what has been learned in the training situation can be applied or will facilitate learning (and therefore performance) in subsequent similar situations. This problem of transfer of training can be negative as well as positive.(2) Some trainers believe that positive transfer will occur only if the training situation is similar to the job situation--that there must be identical elements in both. Another approach is that the learner need not be aware of the presence of specific identical elements in the two situations, but that positive transfer occurs when he applies those principles learned in past situations which can be related to problems of a given class.(2)

C. Knowledge of results - or feedback: "Can you imagine the difficulty one would encounter in learning to hit a baseball if he could not determine whether or not he hit the ball on each swing...accurate feedback furnishes information by means of which mistakes can be corrected and performances improved...knowledge of results is the most common and probably the single most important source of reinforcement for the human learner."(2) Timing is important in feedback. As a rule, the sooner that feedback can be effected the better. Few things are more demoralizing than for an interested counselor to invest his time and energy in what he thinks is important and for the results to be lost in limbo.

C. Language--and its use and abuse--is an exceedingly complicated area. Even so, it is one we rely on repeatedly in the fond hope that we have used "plain English." Technically speaking, no word is literally interpreted the same by any two people. Stated another way, meaning is not in words. Meaning is in people. However, with all its known pitfalls, the use of symbols can facilitate learning in ways which would never be possible if we had to experience directly the objects or events considered. An in-depth discussion of a case study or role-playing a difficult human relations problem may result in a long step taken in the direction of a "relatively permanent change in behavior." Through language and its use, we are then able to make mediating responses. Words and other symbols are the props which help create an environment which may be thousands of miles away from the events and objects being considered...but the vivid description--or pictures--e.g., of a client being ill-treated, may involve as much as if we were actually physically present at such an event.

E. The Cone of Experience: Symbols--spoken and written--are not only one of the greatest inventions of man, they also may be the most abused. Words can be and too often are used as ends in themselves. Repeatedly supervisors kid themselves into thinking that a person has internalized a set of operating principles or a conviction simply because he can repeat a code of ethics or some lofty-sounding ideas or ideals. With the best of intentions, the supervisor can be trapped into thinking that his training responsibilities have been discharged when the counselors can "say" the right things--that the essence of what the words are supposed to represent will erode resistance to change and that it is just a matter of time until the counselor will truly change and grow, in the "right" direction. Supervisors sometimes unwittingly encourage counselors to feel that being able to repeat the "correct words"--without there being any visible change in behavior--can be equated with "professional" development, thus conditioning the counselor so that it is actually more difficult for him to modify his behavior.

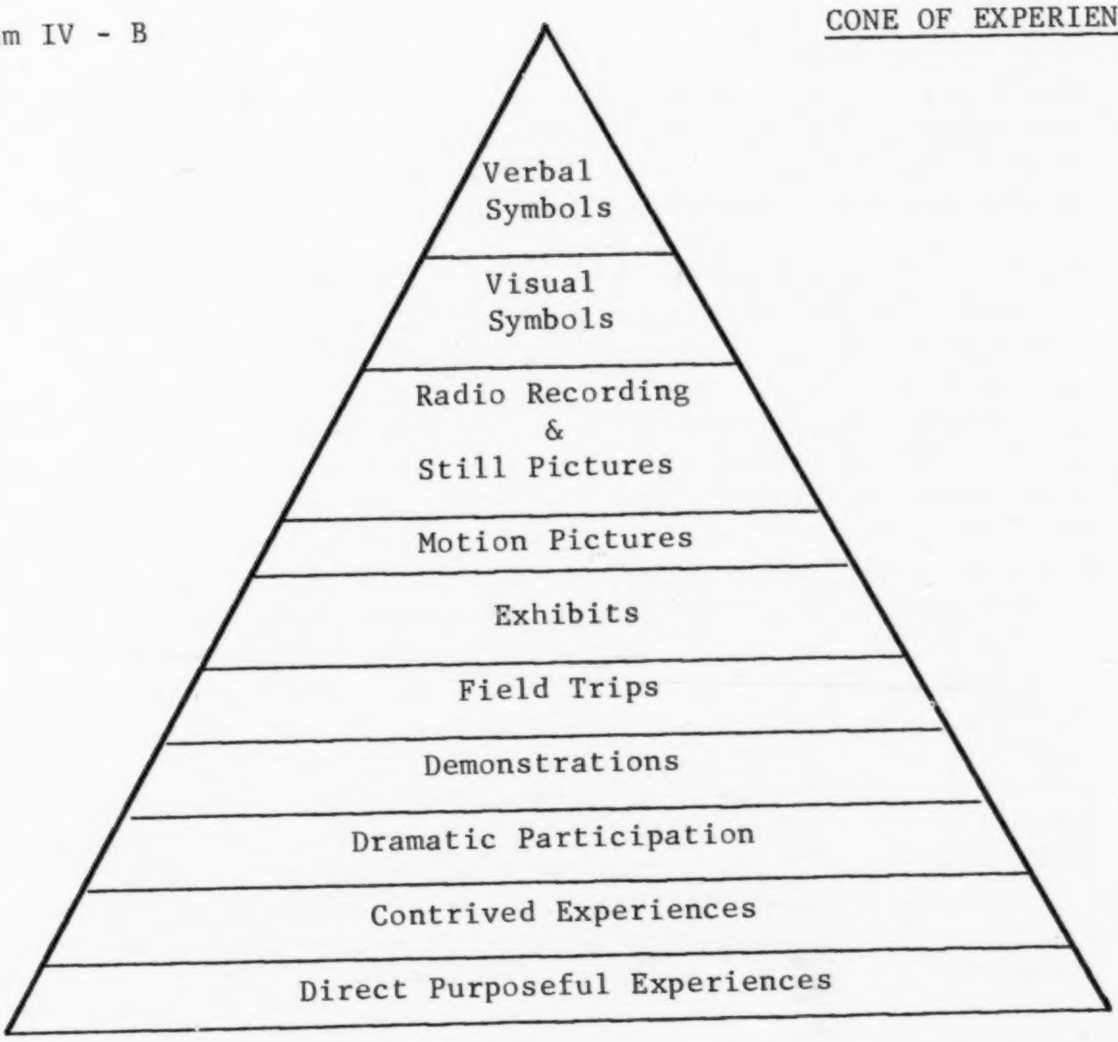
Certainly it is possible for counselors to attend a training session, be exposed to brilliant lecturers, report an enjoyable time and return home with hardly a molecule of their brains disturbed by the whole experience. It does not have to be this way, but there is too much anecdotal and other evidence to lightly dismiss this sort of thing as an exception.

By confusing the tools of learning with learning, it is possible to become trapped into resorting to a kind of witchcraft done in the name of education. And what are some of the witchcraft rituals?--the giving and receiving of words, the benediction of a grade or favorable rating based primarily on regurgitated information. The pioneer psychologist Ebbinghaus demonstrated how rapidly unused information drifts out of our consciousness: Who would be willing to retake the final examinations they had their senior year in high school?

Yet no one can reject the use of words or verbal symbols, these are only instruments. They must be used as means to an end in learning, not as ends in themselves. One way of illustrating this concept is called "The Cone of Experience" (see diagram IV-B).

Diagram IV - B

CONE OF EXPERIENCE

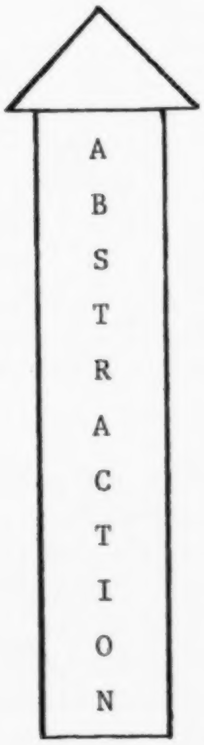

Verbal Symbols
Visual Symbols
Radio Recording & Still Pictures
Motion Pictures
Exhibits
Field Trips
Demonstrations
Dramatic Participation
Contrived Experiences
Direct Purposeful Experiences

The more the education-training situation is like the job, the greater chance of transfer of the learned behavior to the job. Since transfer of learning is what the supervisor is after, then those methods which are most conducive to job transferability are the ones preferred. The cone of experience goes from verbal symbols to direct purposeful experience with various intermediate stages. This direction (from top to bottom) is the direction of most abstraction to least. The less abstract the experience, the more likely job transfer will take place. Although the cone of experience is not a listing of education-training methods, it suggests methods which arrange themselves in a corresponding hierarchy.

Although not inclusive, the following listing does cover most of the common methods and techniques and illustrates the degree of abstraction. Note the parallel with the cone of experience.

Diagram IV - C

TRAINING METHODS



I. LECTURE

II. FILMS

III. FIELD TRIP

IV. PROGRAMMED INSTRUCTION

V. CONFERENCE TECHNIQUES

VI. CASE AND INCIDENT METHOD

VII. DEMONSTRATION

VIII. ROLE PLAYING

IX. SIMULATION

X. DIRECT EXPERIENCE

CLIMATE FOR LEARNING

For subordinates' growth and development it is essential that the supervisor provide a working climate in which learning can take place or can be facilitated, and that successful changed behavior be reinforced. The supervisor must be alert to situations in which the counselor may want to use him for a crutch, such as to provide the solution to a problem. But a learning climate maintained by the supervisor, part of which would be to ask questions so as to lead the counselor through the steps of problem solving, will enable the counselor to become a more independent, self-reliant, capable person.(11)

The supervisor should emphasize the work setting, the environment, the milieu itself as facilitating learning. Such a setting, or learning climate, permits mutual learning: the supervisor and counselor learn from each other.(8) The newly appointed counselor brings from graduate training and the experienced counselor brings from institutes and off-site training, new knowledge of human behavior, refined theories of counseling and inter-personal relationships, of motivation and the meaning of work to individuals living in various sub-cultures. Many counselors are likely to have more detailed and recent knowledge in these areas than the supervisor has been able to keep up with, and this can be threatening to the supervisor. However, in a climate for mutual learning, the supervisor can offer his background of experience to the counselor so he may work through the application of his newly acquired knowledge to resolve client problems, and to integrate that knowledge with an understanding of its significance in a rehabilitation setting.

In a learning environment the supervisor attempts to develop the counselor's psychological security, to ask questions, to suggest new approaches, to apply the results of research, to call upon the supervisor's knowledge of a variety of practices in dealing with unique situations. In such an environment the supervisor who may lack certain knowledge or experience, or may lack the skill at that point in time to lead the counselor through the appropriate thought processes to resolve his problem is sufficiently psychologically secure to acknowledge such lacks, and suggest that together they work on the problem or jointly seek consultation.

In a learning environment the supervisor works at developing mutual respect. Each person attempts to listen to the other for meaning, attitudes, and feelings as well as for content. Each person's ideas are neither rejected nor judged, but are tested against each individual's perception of reality. Each person is respected as an individual, not for his position in the agency, for his academic background, the hours he puts in on the job, the number of rehabilitations he makes, or the many other things involving value judgments that set individuals apart.

One exercise suggested for developing mutual respect is for the supervisor and counselor to change seats at periodic supervisor-counselor conferences. The counselor would sit in the supervisor's chair and the supervisor sit in the counselor's normal place across the desk so each may experience physically, and psychologically, the position of the other.

But what are the elements which make the work environment a learning situation, one in which changes in behavior take place, in which the counselor functions more effectively?

One group of practitioners subscribe in part to Lewin's concept of a force-field equilibrium model.(7) He described behavior as being in equilibrium, with a series of reasons, or forces, influencing a person to continue present behavior patterns. All this is faced against another set of forces trying to effect changes in behavior. No permanent change in performance is seen possible until the equilibrium of the opposing forces is changed--some forces increased, or other forces reduced, or a change of both. In undergoing change, the individual is seen as going through three stages: unfreezing, moving to the new level of behavior, and refreezing.

Unfreezing involves altering the positive and negative forces which effect the present behavior equilibrium. The result is that the person's equilibrium is disturbed sufficiently so as to make him ready for change. For example, a person may liberally intersperse "ah's" throughout his speeches. He places no particular positive or negative value to this behavior until one day a speech is recorded, and on listening to the replay he is struck for the first time by how distracting his "ah's" are to the listeners. His equilibrium is disturbed. He is ready to try to change.

Moving to the new level of behavior, the individual should be able to identify with a role model, such as his supervisor or other esteemed (effective) counselors, and he should be given the opportunity to internalize certain attitudes and values to which he can refer when faced with new unique situations.

In refreezing, the changed behavior, attitudes, and values are integrated into the personality. They become part of the equilibrium of forces contributing to a new level of stable behavior. The behavior, attitudes, and values should be reinforced in the culture in which the person works--the work milieu.

Lundberg and Sproule (9) stress the preconditions for change or unfreezing. The conditions, in part, describe a work climate conducive to change, to professional growth, to internalization of the attitudes and values which will support the change in behavior.

1. The work environment must consciously maintain a climate of trust and supportiveness.
2. The environment must include positive, successful models.
3. In addition, there must be a system of rewards and punishment to reinforce effective behavior and to extinguish unproductive behavior.

In a rehabilitation setting, these conditions require a free flow of communications for establishment of trust. The counselor must be free to express his uncertainty, fear, even ignorance, knowing that the supervisor will listen with understanding and empathy, that he will regard the counselor with dignity and respect, and will approach such situations with a facilitative, problem-solving attitude.

Communications must also go downward from administration to the counselor through the supervisor. Such communication must not only be as complete as possible, describing agency conditions, but also include the WHY behind a change in policy or procedure. The supervisor's verbal and non-verbal communications must emphasize the human aspects of the program, emphasize serving the client as a unique individual, and facilitating his rehabilitation, being careful not to communicate to the counselor mixed messages such as "The client is our primary concern, but drop everything and get your paperwork in order so we don't look bad when the administrator of casework inspects our file tomorrow."

An upward flow of communications to the top administrative level of the agency is also essential. The counselor must know that his expressed perceptions about complicated procedures, unwieldy caseloads, the quality of service available and the like reach the top level of agency administration and that the counselor is made aware of the administration's efforts to take corrective action.

Positive, successful models include not only the supervisor, but experienced counselors who practice the principles of good casework, good interpersonal relations, sound problem solving and facilitative communications. The supervisor's open recognition of the desirable characteristics of competent counselors gives the new counselor models for patterning his own behavior. In addition, it recognizes and reinforces the experienced counselor's successful behavior. The "buddy system," pairing off the new counselor with a competent model, contributes to utilizing the work environment for growth.

Reinforcement of new, effective behavior involves a reward system. The supervisor should develop an ever widening variety of rewards, tangible and intangible, that he might apply to his subordinates to reinforce competent performance and growth. The spoken or written words "Well done!", if used repeatedly, begin to lose their effect (except when given to the waitress when ordering steak). Learn to vary expressions of praise and ways of recognizing effective and improved performance.

Supervisors should develop the facility to analyze what each subordinate values and assign values to rewards. Observe which situations are likely to require high or low value rewards for each individual. Consciously test the application and resulting behavior following the reward.

The annual performance report is too great an interval to effectively reinforce desirable behavior; besides, it is usually too general, or if a specific situation is referred to, it probably occurred too long ago to reinforce the behavior. Effective reinforcement requires recentness, if not immediacy.

Although a reward by the State Director such as a letter or a public announcement in the agency's house organ is reinforcing, the subordinate really is working for his immediate supervisor. Together they mutually have set performance goals. When these goals are reached, it seems more meaningful for the supervisor to commend the employee's success in writing with a carbon copy to the Agency Director and other administration along the line. The article in the agency periodical is more meaningful if reference is made to the fact that the employee's supervisor reported the achievement. Such practices not only serve as two of a variety of rewards, or reinforcements, but are evidence of the supervisor's personal interest in the subordinate--evidence of the maintenance of a professional relationship and a learning climate.

Other rewards might be to allow more freedom of action, a recognition of maturity of judgment and skill, assignment to a special group working on a problem of special interest to the subordinate, delegation of one of the supervisor's administrative functions that may have significance to the employee, participation in an off-site course to provide further knowledge and skill or for self-renewal--stimulation for another stage of growth.

ASSESSING TRAINING NEEDS AND SOME APPROACHES TO TRAINING

In order to understand more fully the role of the supervisor in staff development, it is well to outline some basic steps. These steps may be thought of as training formula.

The first step in the formula is job analysis. This is the process of describing in detail the activities involved in each position. As a result each counselor will know what he is supposed to do, the extent to which he is supposed to do it, and when he is expected to do it. Each individual then sees how he fits into the organizational picture, his relationships to other workers and his responsibilities to those who supervise him.(14)

The supervisor must have the ability to see all parts of a counselor's total job and their relation to each other; to distinguish between the counselor's need for definite knowledge which may be given simply and factually, and the need for a change of attitude which must come, but more slowly; to know what is required in the day-by-day performance which goes to make an adequate job and what is required for growth in skill and superior performance.(15)

The second step is the establishment of standards of performance. This involves agreement by all staff members on what constitutes a job well done. Widespread understanding of standards provides a measuring stick of performance and guarantees a common meeting ground for supervision to function in the staff member's daily work.(14)

The third step is the analysis of individual performance. (See chapter on TOOLS OF CASEWORK SUPERVISION.) Through such means as periodic review and analysis of case record, and through observation, reports and interviews, the supervisor evaluates the worker's performance by comparing it with the standards already formulated. Objectivity of judgments is promoted and the counselor is rated on the same elements that apply to the rest of the staff.(15)

Having determined the job to be done, how well it should be done, and how well it is being done, the supervisor is now prepared for the fourth step, that of determining the help required to correct or improve the counselor's performance. Identifying weaknesses and determining the priority of corrective actions are activities associated with the process at this point.(15)

The fifth step is the selection of the source from which needed help can be obtained. It seeks to determine who should provide the training. The supervisor selects the best source of help and information available. He should be in a position to give much of the training through either individual or group conferences. If this is not possible he will obtain suitable specialists within or outside the organization.(15)

The sixth step is planning a time schedule for the training. Supervisors have found that training programs bog down unless time is made available at specified intervals. Organizational activities can adjust to training plans without inconveniences, provided the latter are definite and not emergency last minute measures.(15)

A seventh step is that of re-evaluating the counselor's performance following the completion of the schedule of training. This is the process of determining whether or not the counselor has actually acquired the knowledge to overcome his weaknesses, and furthermore whether or not he is able to put his knowledge to profitable use. A period of reasonably close supervision is needed.(15)

Before initiating training, it pays to take time to get ready, to plan, to be sure the supervisor knows what is to be presented.(5) The supervisor must make a careful appraisal of the counselor's work. This is necessary to formulate a plan of training to develop the counselor's strengths and overcome his weaknesses. The supervisor must have the skill, knowledge and technique to assist the counselor to work to a maximum effectiveness with minimum control.

The supervisor must have the skill to create in the counselor an attitude of enthusiasm, not only for the rehabilitation of handicapped people, but for improving himself as a counselor. It is necessary that he have available a store of literature so that when the counselor wants to search out answers, he has available sources to get supplementary knowledge. It is necessary that the supervisor provide an optimal climate for motivation in which learning can take place, and that he be available to help the counselor over frustrating situations. It is not his duty to become a crutch to the counselor, but rather to enable the counselor to become a more independent, self-reliant, capable person.

In vocational rehabilitation, the supervisor must be able to do two kinds of teaching. He deals, on the one hand, with definite and specific knowledge which may be very easy for some counselors and hard for others. Much of this is in the administrative area of the job and has to do with law and agency policy, rules and regulations. A good deal more can be included in concrete factual teaching than has sometimes been done. This assumes, however, that the agency accepts certain principles, basic in casework practice and in the behavior of the counselor. These principles are inherent in an adequate performance of the job and must be fulfilled, whatever the counselor's underlying feelings or stage of professional development.(15)

On the other hand, the supervisor is teaching in a realm where far more than specific knowledge is involved. The goal as far as the agency is concerned is the provision of skillful service and the attainment of this comes through the development of an integration by the counselor of knowledge with understanding and professional self-discipline. The qualities in the supervisor which are essential for this kind of teaching are not subject to easy analysis but some of the most important are--

A. The capacity to listen without being passive, to make one comment or suggestion and allow the counselor to carry it on. This means a conscious curbing of the tendency to amplify one's own statement, or the zeal to make a point; but even more it demands of the supervisor the capacity actually to hear what the counselor is saying.(15)

B. The ability to reinforce-foster-conserve the counselor's constructive thinking and action. Often there is something which the counselor is doing which stands out positively and which can be his springboard to a new kind of performance, or something he says which is the core of a new idea.(15)

C. The ability to give criticism which is partial rather than total, selecting essentials rather than total capacity. Whenever possible, this may point out what the counselor himself has criticized in his own work. The ability of the counselor should be utilized in making tentative suggestions with recognition of the need for active give and take in ultimately arriving at an acceptable plan or decision.(15)

D. The capacity to see the supervisory relationship as constantly changing and the counselor eventually growing beyond the need of supervision or of the same kind of supervision whenever this is administratively possible.(15) Stated in another way, an objective of the supervisor is to work himself out of a job. He delights in devising a variety of ways which assist in the growth and development of counselors.

TRAINING NEEDS OF COUNSELORS

There are primarily two methods of assessing the training needs of counselors. First, there is the subjective approach where personal observations of supervisors and the counselor's own opinions serve as the basis of pointing up areas of need. Secondly, the counselor training needs can be more objectively obtained by examining resources from appraisal schedules specially designed to measure or indicate a counselor's strengths and weaknesses. Some of the more common training needs of the counselors are--

A. Administrative:
   1. Understanding of policy.
   2. Organization and utilization of time.
   3. Utilization of clerical and support personnel.
   4. Collection and organization of various kinds of information.
   5. Communications.
   6. Interpreting rehabilitation to the public and other agencies.

B. Casework:
   1. Working with referral sources.
   2. Securing, organizing and evaluating data.
   3. Making plans.
   4. Cooperating with other disciplines and agencies.
   5. Case recording.
   6. Utilizing community resources and consultants.
   7. Applying insights from research and demonstration projects.
   8. Evaluation and training of clients--location and evaluation of training.

C. Counseling and Guidance:
   1. Working with particular disability groups.
   2. Understanding psycho-social aspects of disability.
   3. Interviewing techniques.
   4. Involving the client more in helping himself.
   5. Interpreting medical and psychological data.
   6. Working with the client's family.
   7. Searching for more effective ways of functioning in a helping relationship.

D. Placement:
   1. Developing job opportunities.
   2. Placing special disability groups.
   3. Homebound employment.

Certainly it would be a nearly impossible task to list all the possible ways of determining weak areas in which a counselor could derive benefits from training and more intense supervision. In the chapter concerned with TOOLS OF CASEWORK SUPERVISION, a list of both subjective and objective means of evaluating the counselor is given. The criteria also can be used as guidelines to assess training needs.

IN-SERVICE TRAINING - A CONTINUOUS PROCESS

It is evident that the supervisor must be ever alert to understand better the agency he serves, its mission, its people and their attitude toward the organization. He must determine whether the problems and difficulties require attention in and of themselves or whether they represent symptoms of more basic needs. Sometimes, more simple actions than training can solve a problem.(13)

Training should be made as natural as possible. Those who are to be trained should be involved both in the development and operation of the training program. Local people and material should be used when this is feasible. The training plan should tie closely into the job situation.

In this connection, there is one area in particular which should be incorporated into the ongoing training process as a sort of guiding North Star. These are the principles and practices of counseling and other aspects of the helping relationship. We must ever be alert for a better way of helping handicapped persons better help themselves.

The task of in-service training would be a continuous one if attention were given only to assisting counselors in developing and utilizing human and material resources to better advantage. Interpretation of new legislation, redefining agency function and policy, and sharing research findings in the social sciences are other areas which can assist in attaining our goals.

No rule of thumb can dictate which technique is best for a given training situation. Sometimes a combination of various approaches seems advisable. Too, the supervisor may develop new techniques in training in view of the particular resources or circumstances in his area. There is no magic in a technique per se. To be effective, a technique must be integrated into a complex of other considerations. In selecting an approach, the rule of economy should be applied. Every effort should be made to use that method which achieves the desired objective with the greatest simplicity and the least expense.(13)

> One real handicap of supervisory training has been the tendency to adopt a new training device and then to overuse it or make a fad of it. This probably happened to an extent to the lecture. Certainly it has occurred in connection with the conference method of World War II and later years. It is also true of the college-sponsored (or association-sponsored) training courses for managers. Later, role-playing came into prominence and somehow was supposed to remake the supervisor. The case method has also received large emphasis in important quarters, and some would say that no other method is suitable. A more recent device is "sensitivity training" which, according to some, is the human relations training method par excellence.(1)
>
> It requires little experience to see that extreme claims for these and other training methods are serious distortions. Every method mentioned is useful, as are many others. (Old-fashioned reading and study have far fewer limitations that

> most "authorities" seem to recognize, for example.) But why ride a willing horse to death, or, to mix a metaphor, settle for half a loaf when you can have the whole? Actually people may learn much when least expected to do so and learn little when conditions are apparently entirely suitable. One method helps some people or is most suitable for certain problems, but another may be more effective later or under other conditions.(1)
>
> ...So far as formal training methods are concerned, we will develop enough maturity not to be swept off our feet by every new device. Many methods will be used, but none will be thought of as the method--none can be.(1)
>
> Unfortunately, much of the training...is of a faddish nature; often...more concerned with training methods than with training needs. Fascination with a particular technique or the training staff's personal experiences and limitations may determine the nature of the program more often than a consideration of optimum learning circumstances.(2)

SELECTION OF TECHNIQUES

Our evaluation of available techniques will be primarily based on the extent to which they conform to the principles of learning discussed earlier. A technique will be judged adequate to the degree that it appears likely to:

1. Provide for the learner's active participation.
2. Provide the trainee with knowledge or results about his attempts to improve.
3. Promote by means of good organization a meaningful integration of learning experiences that the trainee can transfer from training to the job.
4. Provide some means for the trainee to be reinforced for appropriate behavior.
5. Provide some means for the trainee to be reinforced for motivation to improve his own performance.
6. Assist the trainee in his willingness to change.(2)

There are critical factors in preliminary planning and preparation. The prospective learner needs to thoroughly understand the purpose of training. A schedule of training must be meshed with the work routine to provide a minimum of inconvenience of other agency activities without sacrificing basic training objectives. Such mechanics as developing and distributing an agenda, providing for the needs of resource people and securing training aids should be projected for all foreseeable details.

Several paragraphs could be devoted to things that should be taken into account in arranging for physical facilities. To mention just one consideration, the positive effect of many well-planned programs is lessened because of a room of the improper size or one that was poorly ventilated or heated.

Those who have been involved in training programs have found that even with the best of advance planning, there is always a surplus of unexpected problems which must be met after the formal training program is underway. This is particularly true in a conference or workshop type meeting where an intensive schedule is being followed.(3)

Many supervisors feel the productive job situation should be used as a prime instrument of instruction. What better or more meaningful way for the counselor to learn than in his own laboratory? What setting affords the supervisor a greater opportunity to practice the rehabilitation philosophy of helping another person to help himself? That climate of confidence, so essential between a counselor and supervisor, is nourished when combined energies and talents are used to explore ways of developing employment opportunities for the handicapped, to examine possible approaches to a problem case, or do anything else which the counselor realizes will help him improve his effectiveness.

Under these conditions, the counselor finds that his normal desire to learn is stimulated. Questions, the hallmark of the searcher, will be freely asked. Both supervisor and counselor can pursue the art of asking questions. This will result in a greater readiness for the counselor to admit what he does not know, if not verbally then by his quest for new information and ideas. The supervisor can discuss various aspects of casework with the attitude of being a co-worker who has as his objective the improvement of services to the client.

Depending on the circumstances, the supervisor can assume a variety of roles: counselor, consultant, information giver. He seeks to motivate, to inspire, to provide the opportunity for the counselor to take the initiative in finding, developing and putting a better way into effect.

The supervisor must guard against the temptation to do the work for the counselor. The successful counselor sees evidences of his success by virtue of his direct, personal efforts. The successful casework supervisor is, as it were, a vicarious gardener who must look to his counselors to take the seed of his best ideas, plant and follow them through fruition. Whenever feasible, the supervisor will deal with the counselor so adroitly that the counselor will conceive of the ideas as having been his own. Perhaps the highest quality of supervision is given when the counselor is least aware that he is being supervised.

Many other resources and approaches can be integrated into a program of on-the-job training. A library of professional materials in the district office can be put to excellent use in providing factual information and leads on ways to solve problems. Such a library could include:

professional journals, occupational information files, files on various kinds of disabilities, examples of handicapped people who have achieved the impossible, directories of services and resources for the handicapped at local, state, national and international levels, information on various facets of counseling and the helping relationship, files on prosthetics, self-help devices, plans for modifications of home and other buildings, and other technological aids which can assist a handicapped person compensate for his condition; files on the legal bases for rehabilitation services, Social Security, Workmen's Compensation Laws, Second Injury Funds, etc; files on training and educational information, approved correspondence study, etc.; files on areas where the counselor can improve his personal effectiveness, e.g., human relations, listening, spoken and written communications, creativity and ways whereby a person can improve the quantity and quality of his ideas and how to put these into effect.

Making a broad range of reading materials available is but the first step. Too often it seems we assume there is some sort of "come on" magic in providing books or developing a local, district or state library. Some counselors on their own initiative will read and study. Others need to be provided some "salt" which will make them thirsty.

Each supervisor can use his own ingenuity in developing ways to stimulate and encourage counselors to read professional materials. Some suggestions are--a list of selected readings might be developed based on the counselor's needs and interests revealed through supervisory conferences; a section of the bulletin board could be designated for critiques of current books or articles--counselors could serve on a rotating basis as reviewers; periodically district staff training sessions could be held with counselors serving as resource persons on assigned topics (or self-assigned) which they had prepared with bibliographies; once a year the counselor could be given special recognition who is voted by his peers as having discovered and shared the most helpful information from his readings and study. If the agency has a librarian, that person could be asked to make abstracts of current articles, or list appropriate articles. In this connection, it is important to have a person who is aware of the needs of rehabilitation workers and has the ability to separate the wheat from the chaff. In short, counselors are much more likely to be attracted to the library if they know someone has done some thorough preliminary screening.

The point being made is quite evident. Creative and imaginative ways must be developed for encouraging the reading and use of professional literature. A well-stocked, up-to-date library per se is not enough.

Local office projects which are an outgrowth of the counselor's needs or which he has had a major part in formulating offer unlimited possibilities for professional development. Such projects can often be dovetailed with correspondence and extension training thus affording opportunity to combine theory with practice. Research and demonstration project reports contain many useful ideas which can be adapted and implemented at the local office level. Too, supervisors and counselors who attend special conferences and are exposed to fresh ideas and information, should be expected to share with others significant learning experiences.

The supervisor can foster the philosophy of interagency cooperation and planning in many ways other than in formalized training programs. By skillful questioning and performing in a facilitative relationship, the supervisor can assist the counselor to see better how to use community resources in providing services to his clientele. Such suggestions can come as a natural outgrowth of problems and needs which arise in the course of daily work.

Another method which can assist the counselor in deepening his understanding of the rehabilitation process is called the "Noah's Ark" system. Counselors come in pairs to the area or state office and work with the supervisor in evaluating, approving, and rejecting casework.

More and more agencies are providing programmed instruction as part of on-the-job training. This approach has been found particularly helpful where content or factual material is being presented.

Studies in Continuing Education for Rehabilitation Counselors (SCERC) under the leadership of Leonard Miller and C. Esco Obermann at the University of Iowa is another approach which has recently been developed.

Quoting directly from Report Number 1, August, 1969,

> The SCERC approach to concept development for counselors in State Vocational Rehabilitation agencies involves the series of thirty learning units. Each unit consists of a tape recorded auditory presentation with printed supplements requiring counselor responses that are keyed to the auditory component. Once the counselor has finished a learning unit, he may keep the printed supplements for later review. The units are relatively independent of each other and, for the most part, can be taken in any sequence. Each unit focuses as much as possible on only one topic of relevance to the work of the counselor. Each unit generally requires no more than one hour to complete.(16)

A number of SCERC learning units have already been developed and field tested. Others are being developed. One of the advantages of this method is the built-in flexibility that makes it possible for a person to determine his area of his strengths and weaknesses and follow through on an individualized study plan.

Memorandums and other written communications can assist the supervisor in providing the counselor on-the-job training. Questionnaires, self-evaluation forms, and other such forms when used with discretion can be helpful in giving leads to the supervisor for things which merit follow-up and further discussion, e.g., individual conferences.

The ingenious supervisor is always on the alert for teaching aids and techniques which can be used for on-the-job and off-the-job training. Some of these techniques and aids are--role playing, demonstrations, motion pictures, film strips, film loops, tape recorders and pre-recorded tapes, flannel boards, bulletin boards, charts, diagrams, exhibits, photographs, cartoons, chalk talks, show and tell, buzz sessions, informal talk sessions, brainstorming, field trips and visits, job rotation, critical incident technique and leaderless groups. The supervisor can also profit from many of the approaches to training being used in industry; by adaptation, modification, rearrangement, and combination he can take these approaches and use them in his own program.

THE INDIVIDUAL SUPERVISORY CONFERENCE

The individual supervisory conference is frequently used as a method of day-to-day supervision in reviewing cases and discussing problems with the counselor. By using the conference as a process of evaluation, the supervisor learns the counselor's strengths and weaknesses; hence the individual conference can be directed toward correcting specific weaknesses in his performance as these are related to everyday practice. Furthermore, if a desirable professional relationship in the individual conference is created, the counselor feels free to seek the help of the supervisor when it is needed. The supervisor can also develop with the counselor a set schedule for conferences in any special areas periodically needing attention.(15)

Coaching

Coaching is the name given to a highly individualized approach in which the supervisor in many ways could be compared to a coach. Coaching may contain elements of teaching or counseling, but it is more than these. It is a relationship anchored in trust, given perspective by mutual goals, and strengthened by a planned program of building on assets and overcoming or minimizing weak areas.

Coaching aims at progress over a period of time, provides short term and long term goals, helps define problem areas, identifies resources for helping solve problems, and insures a continuing review of what has been accomplished.

One technique used to better define a problem is for the counselor and the supervisor each to write out a problem as they see it. The discipline required in the mental effort to organize concepts and ideas into written words helps sharpen and clarify the issues. A suggestion for assisting the process of problem identification is to have each person re-state (in writing) the problem in five different ways. Following such an exercise the person more likely can determine in his own mind what the real problem is as he sees it.

After the supervisor and counselor have separately defined the problem then they can get together for further discussion. Whenever possible, several alternatives should be mutually explored in a search for a satisfactory handling of the situation, whatever it may be. The agreed-upon problem may be stated in an open-end fashion by prefacing it with such words as "In what wayS might we..."

One suggested reference for those who wish to pursue further the concept of idea-spurring questions and an approach to creative problem solving is Applied Imagination by Alex Osborn, Charles Scribners and Sons, 1963.

Elsewhere in this chapter reference is made to the supervisor as a "model." It can easily be seen that the skills, attitudes, knowledge, wisdom and personality of the "coach" is of prime importance. Any technique or approach is usable to the degree that it can come alive in the thoughts, beliefs, and actions of the user.

LEARNING IN GROUPS

The Staff Conference

There are a number of situations in a rehabilitation setting where the supervisor may influence the development of his subordinates in groups. Some group meetings, while not planned as a teaching-learning experience, provide opportunity for the supervisor to have participants engage in problem solving, become more aware of group process while dealing with content (working toward the group's objective), as well as to generalize about observable inter-personal phenomena and relate this to the counselor-client relationship.

Staff conferences probably are the most frequent type of meeting supervisors have with their subordinates. Often the primary purpose is to pass down administrative statements of policy and procedure. Instead of merely being the middleman in transmitting such information from the administrative level to those who will be putting it into effect, the supervisor may make such a meeting a learning experience by effectively influencing counselor behavior.

The supervisor's most fundamental function in this situation is to explain the reasons why the policy or procedure has been put into effect and to invite discussion for clarification. Next, by having members of the group explain how they plan to apply the policy or engage in the new or revised procedure, an opportunity is provided to clarify misconceptions and reinforce with approval suggested appropriate applications.

The Risk Technique

When a new operation is likely to meet with a negative attitude among subordinates (and some individuals resist change), a group method for dealing with change is the risk technique. It is directed toward releasing expressions of attitudes and feelings. The principal objective of the risk technique is to develop a problem-solving climate in the group as quickly and effectively as possible.

The method is to state the new operation and ask the group what risks they anticipate in putting it into effect. Each risk, fear, obstacle, or concern expressed by members of the group is written on the chalkboard or conference pad. Each risk is recorded in summary style and discussed briefly to determine the amount of support and degree of feeling members have for the statement. Sometimes it is necessary for the members to clarify the statement. The supervisor must protect every individual's right to express himself without fear of censure and record every risk regardless of the group's feeling about it.

Once all the risks are expressed and examined the group normally becomes receptive to examining the other side of the issue. This can be done by having the group list the advantages of the new operation. These may be matched against the risks on the other list. Unmatched risks can then be dealt with by problem-solving, by asking the group how each risk or concern may be overcome or resolved or best lived with.

Group Process

In the course of a group problem-solving staff conference, the supervisor might suspend discussion about the problem itself from time to time to focus attention on group process. He might inquire as to the extent everyone is participating; ask if everyone speaking is being listened to in terms of meaning and feeling as well as content; diagram who speaks to whom; ask the members how much involvement they feel in the discussion, how committed to the course of action decided on.

Different members of the group may be selected to observe group interaction for designated periods of the staff conference. Each selected member should be asked to observe one aspect of group interaction: sociological, psychological, or cultural. Appendix E is suggested as a guide for group observers.

The supervisor can relate the dynamics of phenomena of group process to a counselor-client relationship in solving a client's problem. The above questions and guide in Appendix E, as well as others, might apply to the counselor-client relationship. Individuals in a group problem-solving conference can practice the characteristics of a facilitative relationship: empathic understanding, positive regard, genuineness, personally relevant concreteness and self-exploration.(4)

Staff meetings provide the supervisor opportunity to make the subject matter vital and practical. Dealing with the subject matter in groups can be used to demonstrate the applicability of problem-solving methods and interpersonal relationships in the counselor's performance of his job.

Case Discussion

The case discussion is a special kind of group meeting where the supervisor may function as a trainer. Cases of rehabilitation clients can be presented which will bring into focus any one of a number of problems faced by the counselor and/or others in the rehabilitation process.

Other problem situations which subordinates must deal with also can be presented as a written case, such as establishing or maintaining relationships with other community agencies, with client training facilities, with the clerical staff, with consultants, on carrying out agency operations which interfere with effective performance in the vocational rehabilitation process.

Case discussion as a training method has a number of advantages:

A. It develops skill in critical thinking. The counselor must learn to observe what is going on within the limits of the case according to the facts on the printed page. Then he must ask himself questions about what he sees. In effect, the counselor attempts to discover the contributing cause of the problem among all the facts available and propose the most appropriate course of action among a variety of alternatives.

B. His analysis and course of action is based on his own knowledge and experience. However, he is also exposed to the analyses and proposed actions of others in the group based on their knowledge and experience.

C. The method contributes to his fund of knowledge.

D. It provides a "safe" climate to test the validity of his proposed courses of action which is based on his own past experience and knowledge, but which may not necessarily be closely related to the situation under consideration.

E. It provides an opportunity to test the applicability of theory, principles, and results of research to real problems and relate this to the participant's own experience.

F. It provides an opportunity to develop flexibility of perception--to see the situation in the ways others in the group see it (a step toward developing empathy).

G. Continuing experiences in case discussion sessions are likely to add to the counselor's feeling of security. In addition, he is more likely to be committed to applying this critical thought process to the unique problems which he faces each day on the job.

It is advisable for the supervisor to re-write a client case for discussion in order to remove client and counselor identity. Avoid complicating or altering the facts. A real problem which lends itself to a variety of possible causes and permits alternative courses of action is complicated enough. Altering or adding facts (other than to remove identity) may make the case seem unreal and hinder spontaneous discussion. Be sure all relevant facts needed for an analysis and course of action are presented.

In presenting the case for discussion, the supervisor should set limits. Counselors should be told to focus on the case problem. Tell the group to ignore any insignificant deviation from policy or procedure unless it has a direct contributing relationship to the problem. Some participants may tend to avoid committing themselves to an analysis of the problem and proposed course of action by pointing out grammatical errors, the omission of an agency requirement, and often may say they cannot come up with an analysis or course of action because too many facts are missing.

The supervisor must refuse to be trapped into providing "the" answer or answers to the problem. The supervisor's skill is in listening to the meaning of the counselor's analysis as expressed in feelings and attitudes, then focusing the group's attention on these meanings so they can examine them and learn by thinking about and relating them to the problem. The supervisor must avoid expressing his own opinions if he really believes the participants have a responsibility for learning.

The supervisor must create and maintain a psychologically safe environment. All counselors must be encouraged to participate. Appropriate questions by the supervisor to help counselors clarify their ideas and organize their approach to problem solving contributes to counselor development. The participants' dignity, their ideas, attitudes and values must be respected by all present.

Role-playing may be appropriate at certain times in the course of the case discussion. When a course of action involving interpersonal relations is proposed the supervisor might suggest that one person assume one role and another participant the corresponding role to test the effect of the proposed course of action.

When two participants have differing points of view or propose differing courses of action, each might be assigned the role of the other in order to understand his point of view. This is a way to help an individual experience empathy.

If a proposed course of action is likely to be threatening or difficult in real life, role-playing in a safe group environment can provide practice and contribute to feeling more secure in attempting such a course of action on the job such as approaching an employer to place a client.

STAFFING A CASE

Another learning experience the supervisor can provide in a group setting is staffing a case. Here the case is presented with no effort to disguise it, but for the purpose of arriving at some decision. Usually, various professional disciplines will be represented and may include any combination of counselor, medical consultant, treating physician, psychological consultant, placement specialist, social service consultant, or others in the community or in a rehabilitation setting who have some part in the client's rehabilitation or can offer expert knowledge or opinion in resolving the immediate problem.

Robert P. Overs lists possible dangers and misuses of a case staffing, but he also succinctly describes possible positive outcomes:

> The staffing conference is a focal point for relationships among the helping professions. It is here that processes of cooperation, assimilation, accommodation, competition, and conflict are brought into the open. It is here that professional self-concepts are formed and reformed on the basis of feedback from members of other professions. It is here that the egocentricity of close-knit cliques of a single profession are called upon to become more objective and to become less professionally encapsulated. As a melting pot for professional ideologies, the staffing conference is worthy of further study.(12)

It is suggested that supervisors and counselors consider having clients staff a case in order to get different clients' points of view of problem situations. Observing clients' perceptions of difficult situations may be a learning experience for supervisor and counselor. Rehabilitation personnel who have conducted such client staffing of a case report that it is surprising how well clients can diagnose another client's problem and help the individual get insight into the solutions. However, care must be taken to protect confidentiality of personal data as well as to afford psychological protection or support to the client being discussed. It also requires skillful group leadership to facilitate the discussion, to encourage clients' ideas, and not interject counselor or group leader ideas.

SUGGESTED COUNSELOR TRAINING EXERCISE

The supervisor should have an understanding of theories of motivation and needs systems as well as a broad knowledge of learning theory and principles because there appears to be a relationship in effecting sustained purposeful change in behavior.

The supervisor's objective in training counselors is not for temporary results, not merely a sequence of activities carried out in a mechanical manner, not to behave or repeat back acquired information merely because that behavior or fed back information is rewarded by a score on a test or a favorable mark on a report of performance. The supervisor's objective should be to relate the behavior, attitudes, and knowledge and make them meaningful to the counselor in his work. The new behavior, the new attitudes and knowledge should make a meaningful contribution to the counselor's effectiveness on the job.

In psychological jargon, the behavior, attitudes, and knowledge should be internalized. The counselor's attitudes, feelings, perceptions, his sense of achievement in relating behavior and knowledge will influence his performance on the job. The reward for effective behavior, for effectively relating his knowledge and experience to the facts in each case, forming new combinations or relationships of these facts to resolve the client's employment problem, is an intrinsic reward. The reward is a satisfaction of the self, the satisfaction of self-actualization.

A number of training exercises are suggested for counselors based on concepts of motivation and meeting various levels of needs, as well as relating the exercises to learning theory and principles.

Medical Information

Supervisors are often heard to complain that counselors fail to function effectively because of a lack of knowledge of medical information, of physiology, and of the influence of disease or other limiting conditions on a client's physical performance. The supervisor's objective is for the counselor to acquire and retain medical knowledge.

A limited amount of such knowledge can be acquired and retained by lecture or reading. More can be retained by a combination of reading, lecture and visual aids. Reports of studies indicate that the amount of recall is even more effective through programmed instruction.(2)

However, being able to name ninety-two percent of the bones of the human body, to describe to the trainer's satisfaction the circulatory system or nervous system does not necessarily result in more effectively relating such information to a client's functional limitations, to more effective counseling, or more effective planning. The counselor must learn the information, acquire the knowledge, but to be made meaningful--to be available for recall and use on the job--the counselor must learn how to relate such information to his individual client's vocational problem.

At the primary level the counselor can read other counselors' cases that are adequately documented to see how other counselors related medical information to individual circumstances.

At a higher level the supervisor can arrange to have the medical consultant explain physical conditions and support such explanations with charts and diagrams. To help the counselor begin to make such information and knowledge more meaningful, the medical consultant should use cases as examples--successful cases and those that did not result in employment--to relate the medical information to the individual case; to show cause and effect, as well as to prognosticate the outcome of cases still being diagnosed or developed, in order to relate the medical facts of conditions to likely outcomes in terms of results of treatment or functioning within various physical demands of jobs.

At still a higher level, because aspects of motivation and need satisfactions may be an element of the learning situation, the supervisor can provide learning experiences under conditions which simulate the job itself. Counselors in groups can study a real case or a training case written to illustrate the relationship of medical information to client function. The purpose would be to experience the thought process in relating the information to function, to focus on these thought processes themselves so the counselor may be more aware of them.

Independently, each counselor would relate the facts in the medical examination report to his own knowledge of this area of medical information, and in turn, relate that to his own estimate of client function.

Then in group discussion, each counselor would state his conclusion. The learning that can take place can be enhanced by the supervisor's skill in focusing the group's attention on how each member arrived at the relationship of the facts in a medical report and his estimate of client function. By comparing the thought processes in making the relationship, counselors learn from each other.

In some instances, the counselor himself will know that he needs more knowledge of certain medical information. The supervisor will not have to tell him. Most likely he will be motivated to learn the knowledge to maintain his self-image on a level with his peers, or better yet, because he sees the relationship of the needed knowledge to his effective functioning as a counselor. Attitudes and values are involved.

In conducting this part of the group discussion, the supervisor can classify the medical data on the chalkboard or conference pad, and chart the relationships of the data to the client's individual circumstances. After all conclusions have been reached and discussed, the group can indicate its estimation of the effectiveness of each conclusion. This method of handling the material and discussion provides a diagram of how the medical data was dealt with, the relationship to the medical information used (or needed for use) by the counselors, and the relationship to the conclusions. It provides a visual aid to the counselors, which uses their own recorded discussion material, to help make the experience meaningful.

Logical thinking, the relating of certain facts under certain circumstances, is more effectively learned through practice. Comparing one's own reasoning and conclusion to other's reasoning and conclusions as well as to the "best" conclusion, then discussing how and why various counselors reasoned as they did will expose learners to a widened horizon. It broadens their experience through others.

This group exercise might be enhanced by having the medical consultant available. During each counselor's presentation and ensuing discussion, he would remain silent. Only after discussion would he give the "best" conclusion and his rationale, the factors he considered to be of consequence and why, and how he used these factors in coming to his conclusion. This type of exercise employs involvement of all participants. There is a certain amount of anxiety--risk taking--as each counselor describes his thought process (relating of facts to the circumstances) and compares his conclusions with the others. If his thought process is sound, if his conclusion corresponds to the "best," then he is confirmed. He can feel a sense of achievement. His need to be recognized as competent by his peers is fulfilled. On the other hand, if he recognizes weaknesses in his thought processes, or in his lack of medical information, he is more likely to be self-motivated to change.

Eric Hoffer summarizes the dynamics of change in The Ordeal of Change:

> It is my impression that no one really likes the new. We are afraid of it. It is not only as Dostoyevsky put it that "taking a step, uttering a new word is what people fear most." Even in slight things, the experience of the new is rarely without some stirring of foreboding... In the case of drastic change, the uneasiness is, of course, deeper and more lasting. We can never be really prepared for that which is wholly new. We have to adjust ourselves, and every radical adjustment is a crisis in self-esteem: we undergo a test, we have to prove ourselves. It needs inordinate self-confidence to face drastic change without inner trembling.(6)

Abraham Maslow adds,

> We (can) learn...about our strengths and limits and extend them by overcoming difficulties, by meeting challenge and hardships, even by failing. There can be great enjoyment in a great struggle and this can displace fear.(10)

CONCLUSION

In this chapter, the study group has attempted to suggest knowledge and methods by which the supervisor can serve as a trainer more effectively in the professional development of the rehabilitation counselor. Whether the supervisor is "to be or not to be" a trainer is NOT the question. His attitudes, his values, the work milieu he maintains, his total behavior on the job will influence the performance of his subordinates.

The basic question which affects the destiny of each vocationally handicapped individual must be resolved personally by each supervisor: "To what degree, and in what directions will I influence my subordinates so they may more effectively meet the vocational rehabilitation needs of their clients?"

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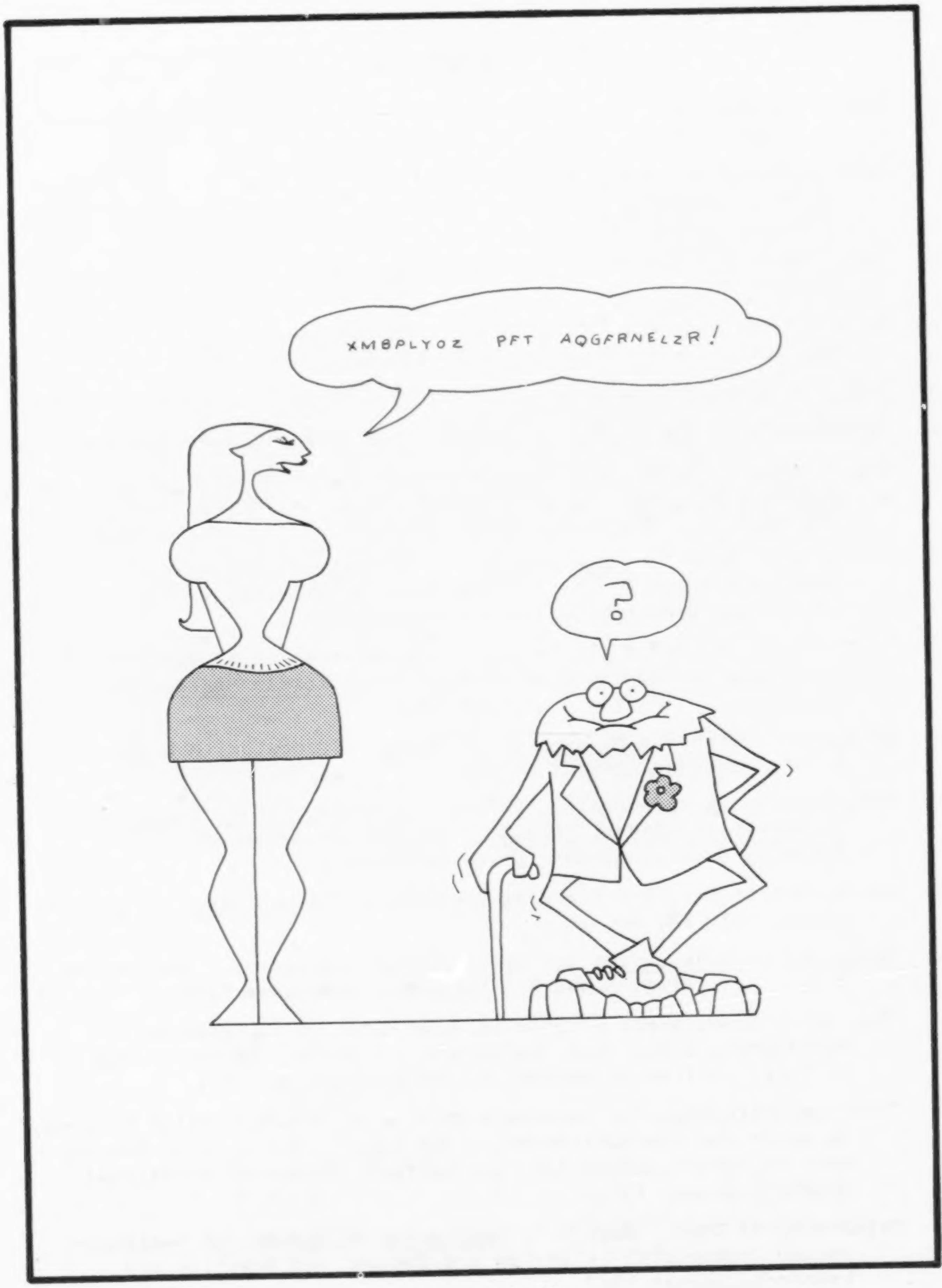
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COMMUNICATION

CHAPTER V

COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

(Games People Play)

> Communication 1. Act or fact of communicating. 2. Intercourse by words, letters, messages; interchange of thoughts or opinions...(18)

So simple to define and so hard to achieve! Communication as thus defined is a trait seen only in humans; in fact, man is the only animal who can talk his way into trouble--often because he thinks he is communicating, but is, instead, only mouthing words.

Every communication has three elements:

1. A sender.
2. A receiver.
3. The message.

It is not a direct line relationship, but one that involves continuous feedback, so that roles become confused and blurred. It is a process of successive approximations until the original sender and his receiver come to some relative agreement on the message, or some point where each one's impression has more elements in common with the other than are divergent. In any but a simple directive, one person to another, in which no response related to the communication is expected from the receiver, feedback is such an essential part of effective communication that it could be considered a fourth element. However, because with each instance of feedback the role of the sender and the receiver have become reversed, and the message altered, feedback is in essence a new communication with three new elements. For example:

Sender	Receiver
1. My daughter brought a pet home last night.	1. A dog (cat, rabbit, chick)?
2. Yes.	2. A big dog (small, male, female)?
3. Average-sized female. Fortunately, she's spayed.	3. Oh, you got it from a pet shop (friend, relative)?

With each statement of the sender, the receiver had a response that was related to some element of the message, and even so, had alternatives within that response.

In the first line, the receiver responded to an element of fact in the statement (the pet). He could have responded to the father's feelings (Was he proud of the daughter's obtaining the pet, or displeased?), or to the timing (Was it a surprise or scheduled?).

The response to an element of fact brought further specification, but in a statement that offered even more range of response. The receiver chose one element (that the dog was spayed) to make an inference, that the dog was obtained from a known source.

This very brief dialogue shows how the feedback from the listener shaped the sender's presentation, and in measure directed the content of the message being transmitted. There are a tremendous number of directions a message can take, depending on the static that gets into the communications loop. (Diagram A)

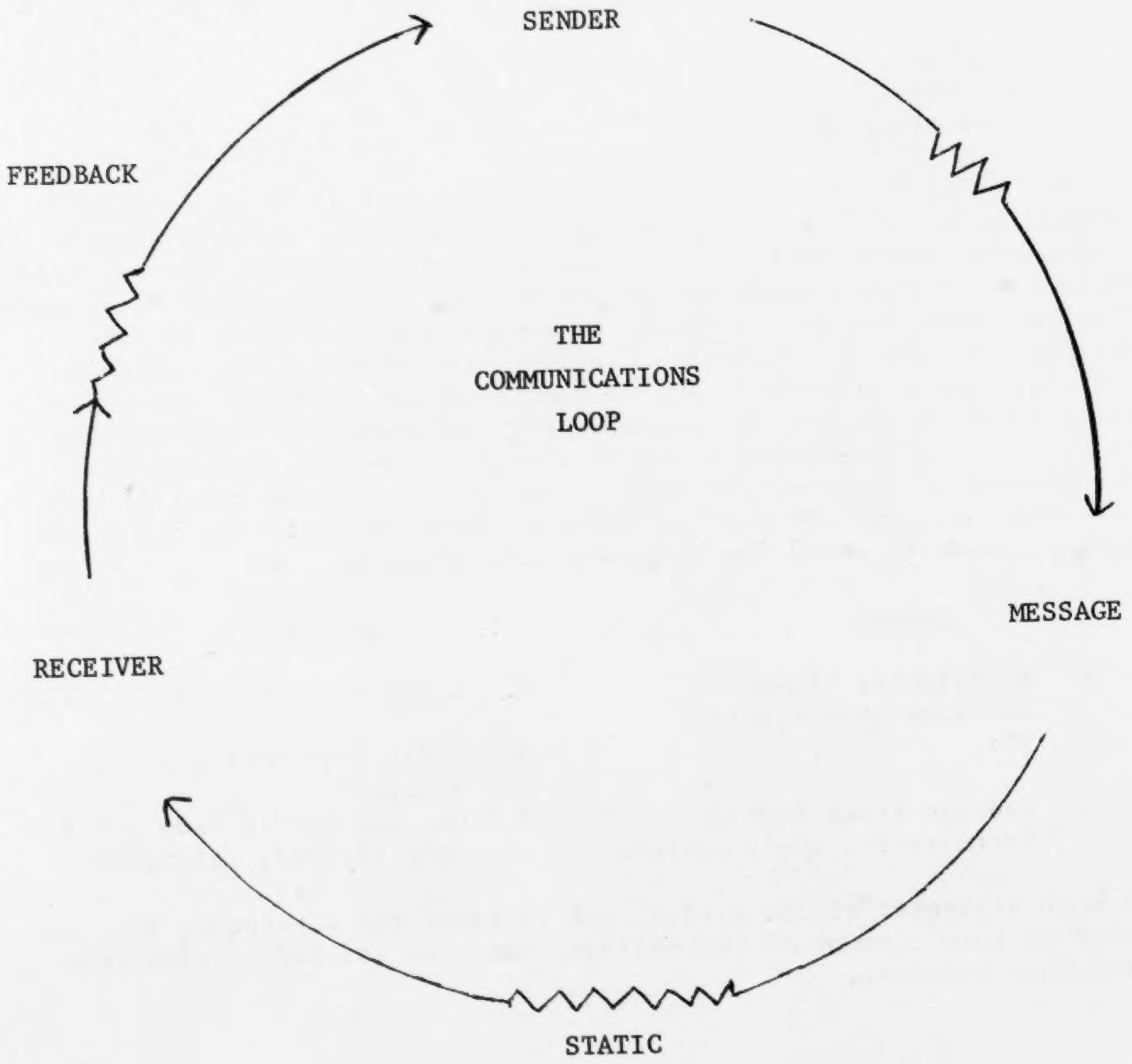

DIAGRAM A

Examine the following brief communication tree (Diagram B). S designates Supervisor; C, Counselor.

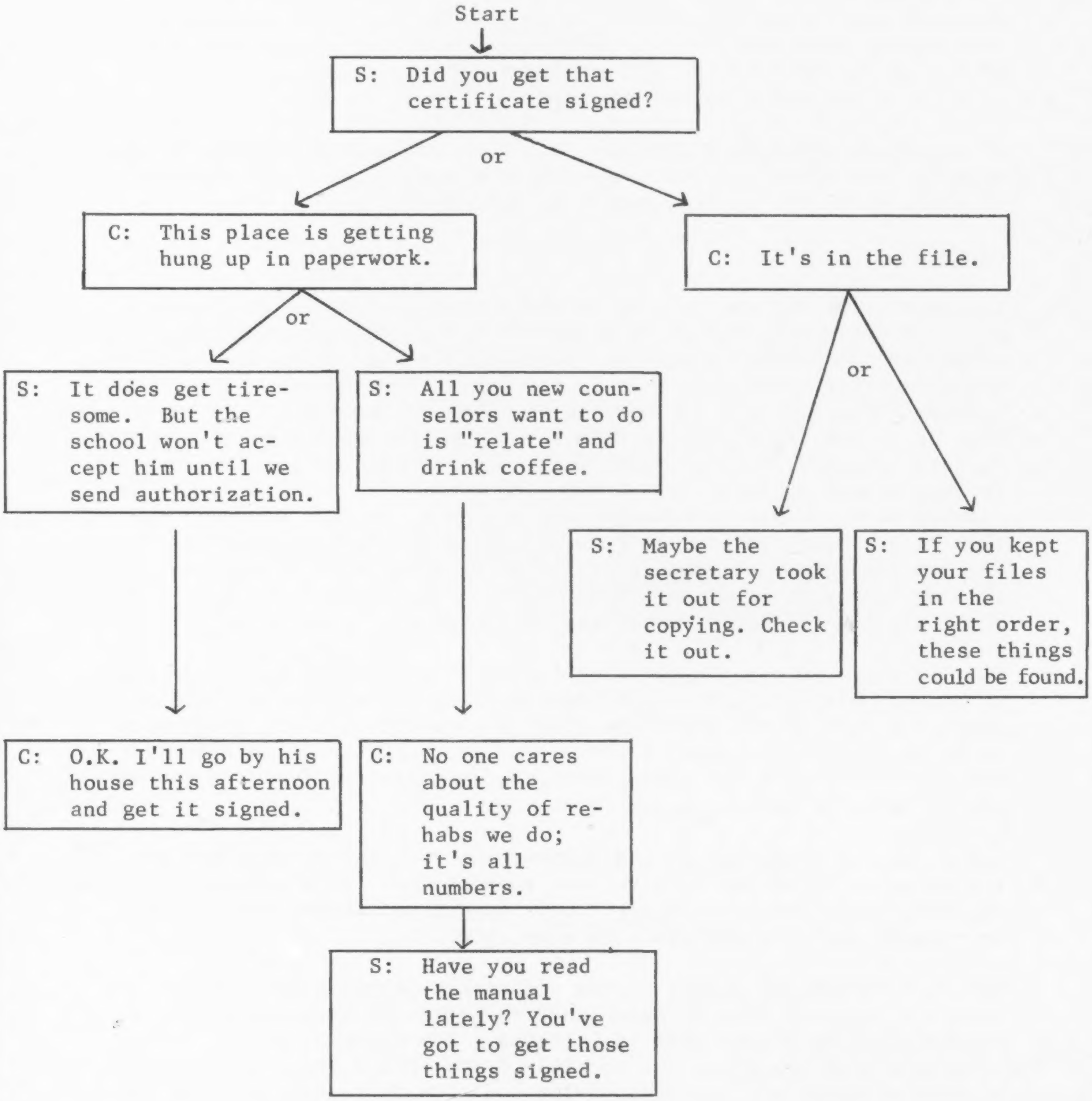
Start
S: Did you get that certificate signed?
or
C: This place is getting hung up in paperwork.
C: It's in the file.
or
S: It does get tiresome. But the school won't accept him until we send authorization.
S: All you new counselors want to do is "relate" and drink coffee.
or
S: Maybe the secretary took it out for copying. Check it out.
S: If you kept your files in the right order, these things could be found.
C: O.K. I'll go by his house this afternoon and get it signed.
C: No one cares about the quality of rehabs we do; it's all numbers.
S: Have you read the manual lately? You've got to get those things signed.

DIAGRAM B - The Communications Tree

The initial question had to do with an element of case flow. The critical communication had to do with the supervisor's response to that question, for either response given could have resulted in a personal criticism. By responding to the feeling being expressed in a manner that indicated an understanding of impatience with paperwork, but not in a manner threatening to the counselor, a productive closure of the question was produced.

Static is anything that intrudes into the communications loop to make meaning less clear. Static can come from any of the three elements of communication: sender, receiver, message.

Sender

Responsibility for the clarity of the message resides with the sender, at least initially, for it is he who initiates the communication. The words that the sender utters are purposeful: they are intended to inform, instruct, persuade, express, or convey some meaning. The first problem arises in that the message is clear to the sender; he knows what he is talking about, or thinks he does, and too frequently assumes that the receiver has the same image. In the case of the dog just cited, the sender had an image of the dog, its size, sex, coloring, age; he visualized his daughter bringing the dog home; he knew his reaction and that of his daughter, and he knew something of the background of the dog and the potential troublesome behavior that could be expected from the dog in the future. Yet, when he said, "My daughter brought a pet home last night," he conveyed very little of the image he had.

The listener, in turn, associated images of his own to the words that he heard. Without further information being conveyed, the listener's interpretation of the words has more of a chance of being wrong than of being right. The game, Twenty Questions, and its television adaptation, What's My Line, demonstrate how even limited feedback can narrow or focus an ambiguous statement.

The sender is dependent on the feedback he receives to continue with the transmission. Had the receiver not responded to the statement regarding the pet, the communication might have terminated there, and we would not have known what the pet was, its size, etc.

Not only should the sender be aware that his image is not that of the receiver, he must also be aware that the words he uses may convey a feeling that is beyond what is intended. For example, in the communications tree depicting the possible directions a brief conversation between a supervisor and a counselor could take, we see that the supervisor started badly; he was interested in expediting services to a client, but the words he used, "Did you get that certificate signed," came out as a challenge to the counselor. The counselor either quickly displaced responsibility ("It's in the file,"), or allowed even stronger feelings to arise and responded with an attack, ("This place is getting hung up in paperwork."). In either case, the immediate needs of the client were forgotten.

Following the branches of the tree out even further, the supervisor can pick up the feeling, thus redirecting the ire aroused by his initial question, or he can in turn allow the situation to deteriorate even further.

The initial words of the sender in this brief episode conveyed more feeling than essential. The feedback amplified the feelings, and shaped the subsequent responses and direction the conversation took. We could say we kept the loop going by an emotional fuel.

The intentions of the sender are to influence someone. The question frequently unasked is, "Why does the sender want to influence?"(2) The sender should examine his own reasons--the goals he has in the communication. Asking "why" causes a review of not only the facts of the situation, but the inferences that are made about the facts. If this is clear, then some of the static that creeps in might be avoided. In the example of the question regarding a signature on a certification, had the supervisor made clear his intent of speeding up services for a specific client, the words would not have come out with the implied criticism and the challenge to the counselor.

Dooher and Marquis developed ten essential points regarding effective communication on the job which outline well the responsibilities of the sender in any communication.(5)

1. Seek to clarify your ideas before communicating.
   The more systematically we analyze the problem or idea to be communicated, the clearer it becomes. This is the first step toward effective communication. Management communications commonly fail because of inadequate planning. Good planning must consider the goals and attitudes of those who will receive the communication and those who will be affected by it.

2. Examine the true purpose of each communication.
   Before you communicate, ask yourself what you really want to accomplish with your message--obtain information, initiate action, change another person's attitude? Identify your most important goal and then adapt your language, tone and total approach to serve that specific objective. Don't try to accomplish too much with each communication. The sharper the focus of your message, the greater its chances of success.

3. Consider the total physical and human setting whenever you communicate.
   Meaning and intent are conveyed by more than words alone. Many other factors influence the overall impact of communication, and the supervisor must be sensitive to the total setting in which he communicates. Consider, for example, your sense of timing--

the circumstances under which you make an announcement or render a decision; the physical setting--whether you communicate in private, for example, or otherwise; the social climate that pervades work relationships within the company or a department and sets the tone of its communication; custom and past practice--the degree to which your communication conforms to, or departs from, the expectations of your audience. Be constantly aware of the total setting in which you communicate.

4. Consult with others, where appropriate, in planning communications.
   Frequently it is desirable or necessary to seek the participation of others in planning a communication or developing the facts on which to base it. Such consultation often helps to lend additional insight and objectivity to your message. Moreover, those who have helped you plan your communication will give it their active support.

5. Be mindful, while you communicate, of the overtones, as well as the basic content of your message.
   Your tone of voice, your expression, and your apparent receptiveness to the responses of others all have tremendous impact on those you wish to reach. Frequently overlooked, these subtleties of communication often affect a listener's reaction to a message even more than its basic content. Similarly, your choice of language--particularly your awareness of the fine shades of meaning and emotion in the words you use--predetermines in large part the reactions of your listeners.

6. Take the opportunity, when it arises, to convey something of help or value to the receiver.
   Consideration of the other person's interests and needs--the habit of trying to look at things from his point of view--will frequently point up opportunities to convey something of immediate benefit or long range value to him. People on the job are most responsive to the supervisor who takes their interests into account.

7. Follow up your communication.
   Our best efforts at communication may be wasted, and we may never know whether we have succeeded in expressing our true meaning and intent, if we do not follow up to see how well we have put our message across. This you can do by asking questions, by encouraging the receiver to express his reactions, by follow up contacts, by subsequent review of performance. Make certain that

every important communication has a "feedback" so that complete understanding and appropriate action result.

8. Communicate for tomorrow as well as for today. While communications may be aimed primarily at meeting the demands of an immediate situation, they must be planned with the past in mind if they are to maintain consistency in the receiver's view; but, most important of all, they must be consistent with long range interest and goals. Postponing disagreeable communications makes them more difficult in the long run.

9. Be sure your actions support your communications. In the final analysis, the most persuasive kind of communication is not what you say, but what you do. When a man's actions or attitudes contradict his words, we tend to discount what he has said. For every supervisor this means that good supervisory practice--such as clear assignment of responsibility and authority, fair rewards for efforts, and sound enforcement policy--serve to communicate more than all the gifts of oratory.

10. Last, but by no means least, seek not only to be understood, but to understand: Be a good listener. When we start talking, we often cease to listen, in that sense of being attuned to the other's unspoken reactions and attitudes. Even more serious is the fact that we are all guilty, at times, of inattentiveness when others are attempting to communicate to us. Listening is one of the most important, most difficult, and most neglected skills in communication. It demands concentration not only on the explicit meaning another person is expressing, but also on the implicit meanings, unspoken words, and undertones that may be far more significant. Thus we must learn to listen with the inner ear if we are to know the inner man.

Listing the effective techniques of communication may seem a bit too ponderous for most communications which may last only briefly. However, it is good practice to consider these rules before attempting any communication that requires (or deserves!) preparation.

In the example of the element of case service supervision presented earlier, it could have taken very little time to clarify the meaning of the communication so that it would not elicit a negative response. The true purpose of the communication was not evident, for it was perceived (in one branch) as harrassment. As phrased, the communication was not particularly helpful to the receiver, nor was there any indication that the supervisor attempted to be a listener by first inquiring about circumstances that might have led to the absence of the required document.

The base of good communications is found in the basic concept of the other person held by the sender. Rogers called this the tendency to evaluate. He states:

> The major barrier to mutual interpersonal communication is our very natural tendency to judge, to evaluate, to approve (or disapprove) the statement of the other person or the other group...It is very much heightened in those situations where feelings or emotions are deeply involved. So the stronger our feelings, the more likely it is that there will be no mutual element in the communication. There will be just two ideas, two feelings, two judgments, missing each other in space.(15)

The solution to the evaluative tendency is to listen with understanding. Again quoting Rogers:

> If I can listen to what he can tell me, if I can understand how it seems to him, if I can see its personal meaning for him, if I can sense the emotional flavor which it has for him, then I will be releasing potent forces of change in him.(15)

Rogers was, of course, writing from his experience in psychotherapy, and the experience he was describing is that of empathy. Sutherland (17) has quoted Katz' definition of empathy as, "It is to see, feel, respond, and to understand as if you were the other person...it is felt as if one experienced someone else's feelings as his own."(9) Empathy is differentiated from sympathy by the quality of personal involvement: Empathy requires a detachment--the as if element is the key--whereas sympathy involves a preoccupation with the assumed duality or the parallel between our own feelings and the feelings of others.

Carkhuff and Berenson (3), in effect, say the facilitator respects the other person, does not relate to him in an exploitive manner (Don't build your ego on another's defeat), understands his basic feelings, and keeps discussion to topics personally relevant to the other person.

Four techniques can be used by the sender to help the other fellow to talk:

1. Encourage him--Even an "uh-huh" to let him know you are still there can be encouraging.

2. Restate what he has said: Stick to facts and don't over-do.
3. Reflect feeling--kin to restatement, but used to show that you are understanding his feelings; again, don't over-do.
4. Summarize: Pull together important ideas and facts; this is particularly useful in a communication in which several factual items are being conveyed.(16)

The Receiver

Empathy has been presented as a responsibility of the sender of the communications loop. This is, of course, an oversimplification, for the roles of the sender and the receiver interchange as the loop continues. However, it is a convenient way to focus attention to the second element of the communications loop, the receiver.

The receiver is a unique person, shaped by unique experiences, responding in unique manners to each stimulus. He perceives the world through a filtering mask that is uniquely his.

Buchanan has listed some of the attributes of the receiver which may interfere with communication.(2)

The first of these is to understand that the listener is not passive. He has purposes of his own which must be taken into account. He responds to the communication in a way that serves his own interest. Hopefully, his interest is the same as yours, or has most points in common. However, he can be wanting to solve specific problems, reinforce shaken convictions, consolidate opinions recently acquired, desiring to explain something he does not yet understand.

Unfortunately, the divergent interests and goals of the sender and the receiver can set up a win-lose competition. Each tends to identify with his own group (in this case, the supervisor or "establishment" group versus the counselor group--it could just as well be social class or racial grouping). If a feeling of competition develops, each group tends to demand from its members a greater degree of conformity than when conditions of competition do not exist. Further, each group member can tolerate fewer negative or critical comments about his own group, while ascribing greater negative comments to the other. Unfortunately, under conditions of real or perceived competition, comments are seen as challenges which leave little room for problem solving. Attempts by one group to influence the other will tend to increase each side's commitment to its own group and intensify the rejection of the other. Under these conditions merely bringing the groups together can increase the hostility or aggravate existing preconceptions, prejudices or stereotypes of the other.

A solution can come from bringing the groups together to discover and discuss the superordinate goals that they have. These are goals that are beyond the interests of each, and in fact cannot be achieved by either group acting alone. For example, the superordinate goal for both supervisors and counselors is that of assisting disabled persons. This is a goal that does not demand that one side must lose something if the other group is to gain. Once common ground can be established, then other problems can be discussed and solutions developed.

The actual mechanisms of communication can contribute to the static that intrudes into the communications loop. Abbatiello and Bidstrup (1) have shown that much of the trouble comes from the difference between speech speed and the listening apparatus and the speed of the thinking process. We can think rather easily at about 600 words per minute, listen with comprehension at about 300 words per minute, but talk at only about 125 words per minute. The difference between the sender's 125 words per minute and the receiver's thinking rate of 600 words per minute constitutes a great problem. The equivalent of 475 words per minute is left over for static to interfere.(1)

The static during the silent period can come from the receiver arguing silently either with himself or with the sender. Further, the tendency to hear only what is consistent with our philosophies further dampens the listening process. A false sense of security creeps into the receiver's thoughts: He already knows what the sender is going to say, so he further tunes out during the 475 words per minute idling period.

These aforementioned tendencies to misuse the idle time are frequently a source of difficulty in supervisory relations. The receiver (the counselor) thinks he knows what the supervisor is going to say (I've heard all that before!); he tunes out and suddenly realizes that he has missed something he should have heard. But he cannot ask, for that admits to the inattention.

To overcome such inattention, silent arguments, and tuning out, the communications loop must be kept active; it must perform as a loop, with frequent interchange or sender-receiver roles and continuous feedback. It must not be a one-way relationship.

Message

Heeding the problems that arise because of the natural limitations of the sender and the receiver and the problems that put static into the communications loop can do much to take care of the message. However, a few points about the message are in order.

Any important communication, such as a critical supervisory interview, should be planned in advance. The supervisor should have a clear idea of what he is wanting to say.

The critical slogan is "Express, not impress." Choice of language is important. Big words are usually specific, and most scientific or technical words are labels. Little words can usually be determined from the context. For example, your secretary's meaning of the word "run" can be determined from the context, "What! Another run!", which has a different meaning than the same words expressed by Willie Mays at a ball game.

The problem words are the middle-sized ones. A little poem by Kudner is instructive:

> Never fear big words;
> Big long words name little things
> All big things have little names
> Such as life and death, peace and war,
>   Or dawn, day, night, hope, love, home.
> Learn to use little words in a big way;
> It is hard to do
> But they say what you mean.
> When you don't know what you mean,
> Use big words.
> They often fool little people.(10)

Not all communication is verbal, particularly in face-to-face communication between humans. Porter described five types of physical, non-verbal communication: facial expressions, tone of voice, touch, smell, body motions and posture.(14)

Non-verbal communications have the same basic problems in "getting across" as verbal, but since they involve emotions, feelings, attitudes, they are more difficult to diagnose and interpret.

The receiver perceives the non-verbal clues and cues and interprets them in light of his own emotions and attitudes to the end that the original message may or may not be understood in the light of the original intent.

Another important problem lies in understanding the cultural differences in non-verbal communication. Eye contact is an example of cultural variation: in the predominantly Anglo-Saxon cultures, eye contact is a must and lack of it denotes shiftiness or inattention. In other cultures different rules follow, so that a Navaho Indian will never look directly into the eyes of an older person. To do so denotes marked disrespect.

In any communication, the sender should be aware of the non-verbal messages he may be communicating. Should these be different than the words he is using, the communication attempt will be a failure, and the cause of the failure difficult to determine.

In no instance is it more important to acknowledge the existence of individual interpretive filters than in communications between persons from different cultural backgrounds, especially between members of the dominant white culture and the black or other minority cultures. While the psychological mechanism of the culturally different is no different, as made clear by Grier and Cobbs (7), the experience of the individuals in that culture is different.

Peckham (13) relates an episode that happened to a rehabilitation aide employed by the Michigan Rehabilitation Agency. He was picked up "on suspicion" by the police, physically beaten, held incommunicado, and then released penniless far from home after being held without charge from Thursday to Saturday. Few whites have experienced such treatment, and even fewer find this to be a regular experience. Yet even one episode of this type can engender that level of self-protecting suspiciousness that Grier and Cobbs call "the black norm."

On the other hand, many whites have had little or no exposure to black persons as individuals, yet pervasive attitudes have conditioned them to respond in preconceived, prejudicial ways. Prejudice is a feeling, and as such may be communicated through the non-verbal means discussed above. Until basic attitudes can be changed, communication is difficult, if not impossible. This change is not easy, but must be worked for, and is essential to any fully realized communication.

The basic principles of communication also apply to written communications with one major difference: written communications do not allow for immediate feedback from the receiver of the communication. As a consequence, the sender is not able to modify the message, or through the process of successive approximations achieve that point in the communication loop so that more concepts are held in common agreement rather than disagreement. Professionals tend to overuse jargon or terms better understood within the professional setting when writing than in verbal, face-to-face interaction. This probably is a carry-over from academic training in which written communication--term papers, etc.--require a high degree of precision. Unfortunately, much of the everyday jargon of any profession is pure gibberish outside the profession. It is very important that in any written communication to a client, employer, or other person outside the agency that clear, simple phrases devoid of jargon and professional terminology be used. At least one State agency, in recognition of this, does not close out a referral or a non-response to a letter from the agency to the prospective client without a personal follow-up.

GAMES PEOPLE PLAY IN SUPERVISION

Kadushin (8) has written a delightful account of the games people play in the supervisory relationship. While he clearly admits that to reduce human behavior to cynical games is a gross oversimplification of what are complicated interactions, the caricature provided can be useful for instruction.

In each of the games, the supervisor faces a threat to his sense of adequacy. The situation requires an admission of ignorance, however limited, in some areas. And in sharing one's ignorance, one exposes one's vulnerability.

One series of games is designed by the person being supervised to control the demands on his time:

> "Two Against the Agency"--The more sophisticated counselor introduces this as a conflict between professional roles--the needs of the client and the demands of the bureaucracy. Forms and procedures take time from the client; the client is more important. The supervisor is particularly vulnerable for he too identifies with the needs of the client, and he too has on occasion been frustrated with agency demands.
>
> "Be Nice to Me 'Cause I'm So Nice to You'"--This is also known as seduction by flattery. This game works because the supervisor needs the counselor as much as the counselor needs the supervisor. Further, much of the satisfaction from being a supervisor is in helping people grow. This can lead to a situation where the supervisor cannot hold the counselor to legitimate demands.
>
> "Redefining the Relationship"--Two variants are possible. In one, the counselor brings the supervisor around to a counselor role with the counselor becoming the client. The demands on a client are less than on a subordinate, and the supervisor enjoys the relationship that has not been his since he was promoted. In another redefined relationship, the supervisor becomes the client to the counselor. He now has someone who understands his problems and wants to listen. Of course, he cannot make any demands on his counselor, can he?

Another series of games has to do with reducing the power disparity. The chief means to this end is to show that the supervisor is not so smart after all:

> "If You Knew (Obscure Name) Like I Know (Obscure Name)"--In this game the counselor, in a group discussion of clients, casually introduces some obscure theory of psychodiagnosis, or relates the client's behavior to that of some obscure character in a Russian novel. Often, the counselor buys the supervisor's silence with a quick, "you know," or "you remember." Of course, the supervisor does not either know the

details all that well or never heard of the reference. If the supervisor does not play the game, he must admit openly an area of ignorance; if he does he is an accomplice to deception.

"So What Do You Know About It"--This is a favorite to use on young supervisors, especially by a counselor who is a bit older than the supervisor. It usually starts like, "Those of us on the front line who have struggled with the multiple problem client..." A variant, used by young counselors and particularly effective with women supervisors, is a liberal sprinkling of strong four letter words. This helps to expose the supervisor's essential puritanism.

"All or Nothing at All"--This is a real good one for young counselors to use at this time, especially with a liberal-oriented supervisor. The supervisor is made to feel that he has sold out to the establishment when he brings some reality factors into the free-wheeling activities of the counselor. This will particularly come when the counselor is reminded about the need for rehabilitations, or the need for record keeping.

A third set of games has to do with controlling the situation:

"I Have a Little List"--This is carried over from the client who has everything to conceal with a facade of openness. It can be a device for avoiding something even more embarrassing. A variant is to unload swiftly, completely at the beginning of the conference, with a full invitation for flagellation.

"Little Ole Me"--The supervisee, in his ignorance and helplessness looks to the big, competent supervisor, and in the process unloads all the responsibility onto the supervisor. A variant is "I did it like you told me." This is particularly good if the supervisor has forgotten all of the details he actually did give, or if his suggestions were, indeed, wrong. This kind of displacement can completely unnerve a supervisor.

Kadushin's games are quite useful for discussion, and for developing case studies in supervisor training. Of course, identical situations do not necessarily develop in the actual supervising relationship. However, some games will develop anytime there can be some meeting ground of mutual ego gratification. While the supervisor can--and probably will, from time to time--respond with his own games, a free, open, and honest communication network can operate to forestall games by making them unnecessary.

STAFF CORRECTIONS

Into each supervisor's life will come occasions when communications have one specific purpose: staff corrections. Staff corrections cannot always be done smoothly, or with a minimum of unruffled feathers.

One element of static that affects communications in problem situations is that superiors seriously overestimate the extent to which their subordinates feel that their supervisor understands their problem. This is not limited to counselors and first-line supervisors. Studies have shown that each level feels the one above has little or no understanding of their problems.(12)

Secondly, correction of mistakes involves in a severe manner the other person's feelings of adequacy: corrections are threatening.

Fair (6) offers some suggestions to facilitate the making of staff corrections.

1. Pick the right time to make even the most unimportant correction. Make it soon after the event, but not so soon that any hurt feelings are still raw.
2. Select the right setting. Privacy is best.
3. Recognize the emotional feelings of the individual. Not all people respond to some set formula.
4. Avoid surprise: it is best to drop a hint of [illegible] is coming.
5. Keep your own reactions under control and in proper perspective. The mistake may be familiar to you, but it may be that particular employee's first.
6. Keep emotion out. Bad humor tends to feed and build upon itself.
7. Be sure of all the facts involved. One error of fact can ruin what follows.
8. Keep the individual's personality out of the discussion.
9. Don't compare one person's performance with another's. This tends to build staff discord, and to alienate the one being held up as an example.
10. Close with an effort to restore the individual's confidence in himself.

In all cases of staff correction, plan ahead. Planning ahead is never more important than in this instance.

Also remember that discipline is a short-run expedient, especially any disciplinary action that is not also educational (e.g., developing a correction action with the individual). If any particular error is recurring, any type of punitive action will produce negative results. A closer examination of the cause for the error and the type of corrective action to solve the problem, is needed.

In his relationship with the counselors under him, the newly-appointed supervisor needs to keep in mind that the changed relationship will tend to lend a substance to many of his casual remarks that is qualitatively different from previous perceptions. For example a phrase such as, "Oh, I probably wouldn't do it that way..." may no longer be taken as an expression of a differing style, but may be perceived, because of the rank of the person saying it, as a mandate of the manner in which this item should be done in the future. In a like manner, casual observations of the personality or work habits of another person in the agency are no longer perceived as casual comments but take on the color of a supervisory rating. In short, the newly-appointed supervisor is no longer "just one of the boys."

Clayton Morgan (11) at Oklahoma State University has collected over the years bits and pieces of helpful advice which he releases as "Points to Ponder." The points are distillations of procedures, philosophies, and actions which can greatly facilitate rehabilitation counseling. Some are particularly pertinent to supervision and communication.

1. Be exceedingly wary of using and thinking in terms of absolutes, i.e., always, never.
2. Don't intimate solutions or make promises that can't reasonably be kept.
3. Perhaps the most acid test of our maturity is the way we react to immaturity in others. Do we act or react?
4. A concentrated effort to organize one's time is essential. Delegate when possible and feasible.
5. You can never know all the facts. Obtain those you can, and act within those that are known.
6. To an extent, each man has his own language. Meaning lies not in words, but in individuals.
7. Because we understand something when we express it, it does not mean the other person does. Usually, anything that can be misunderstood, will be misunderstood (Murphy's Law).
8. Just because you are who you are may be both a bane and a blessing. Certain factors about you--age, height, sex, accent, background--may make it difficult (or may facilitate) your work with another.
9. First of all, we are all people. Too often we treat others as if they were laborers, professionals, saints, sinners, rather than as persons.

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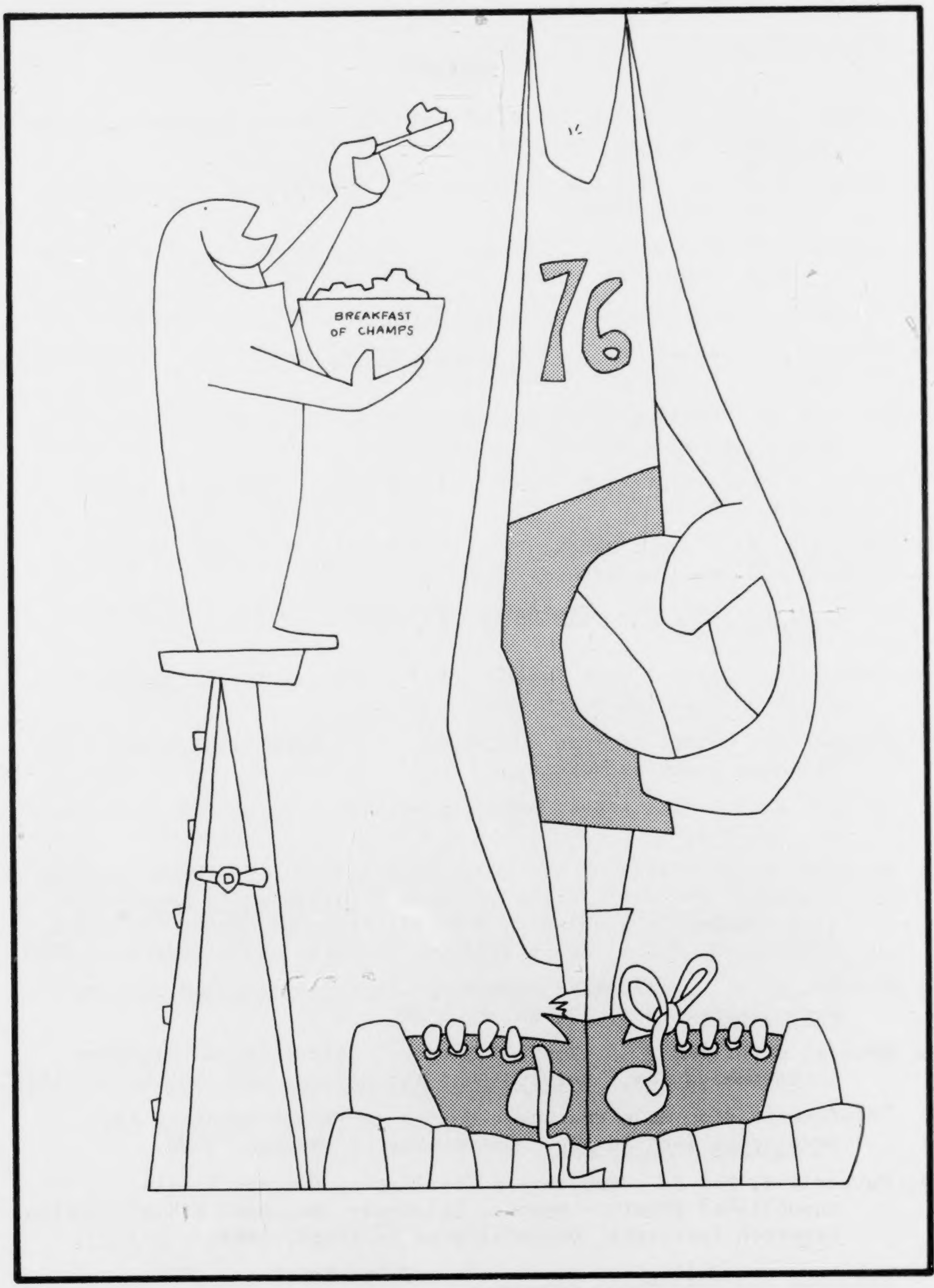
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GROWTH & DEVELOPMENT

CHAPTER VI

SUPERVISORS' PERSONAL AND PROFESSIONAL GROWTH AND DEVELOPMENT

(Teaching an Old Dog New Tricks)

The newly-appointed first-line supervisor, however competent, could never be fully prepared for his task. The multiple nature of supervision implies that he will never be thoroughly competent in all facets of his work, due to the need for deliberate, continuous personal and professional development. Continuous personal and professional development are crucial to supervisor competency.

A supervisor's first few weeks are apt to be a time of "crisis management" as he moves from one task to another, perhaps feeling generally overwhelmed by the position. To the new supervisor, the responsibilities of being trainer, counselor, arbitrator, agency expert, public relations specialist and personnel officer can be traumatic.

The greatest danger facing the neophyte supervisor is not merely survival, as most new supervisors do survive the initial trauma. The concern is that an inadequate supervisorial pattern could develop prematurely. If "crisis management" sets the pattern, then supervision could function as a policing of subordinates' ongoing activities. If training takes an inordinate focus during the early months of the supervisor's experience, due to the real or imagined inadequacies of his subordinates, then training could assume an unnatural priority in the supervisor's function. The implication is that whatever the new supervisor experiences as his current philosophy and job demands, these will set the tone for his new role.

An early supervisory pattern is generally inadequate and incomplete because it is not established through previous supervisorial study and experience. Previous rehabilitation counseling experience, necessary as it is to the supervisor's role, is not enough. As one example, the options available to him have changed: as a counselor he may have dropped a defiant client for "failure to cooperate." He does not necessarily terminate a defiant counselor, however, if he is doing only a fair job. This counselor might be testing the agency's and the supervisor's boundaries and, upon finding these, could utilize them frequently. This is likely to be very uncomfortable for the new supervisor, though the limits thus discovered are functional in terms of getting the job done. Counseling a counselor is a step above the standard rehabilitation counseling task and to do this adequately the new supervisor needs to increase his own counseling skills.

Another example of change in the role is in terms of consultations. As a counselor, it was convenient to consult a supervisor regarding difficult cases. But in the supervisor's new roll he becomes the consultant in difficult case planning. This obvious shift of decision-making from outside one's self to inside is a significant change, requiring early preparation. Although there is some recourse in the administrative hierarchy, the supervisor assumes the primary responsibility.

The importance of continued personal and professional growth is apparent. The first-line supervisor, often called the "key man in the agency," should be aware that he can and must continue to learn. He has not yet "arrived," but must add to his knowledge and skills, striving toward growth and development. His own mental health, along with that of others, must be of concern in order to grow and develop. The role of the self-concept needs to be understood in order for personal weaknesses and poor habits to be dealt with. He needs to be aware of the importance of a well balanced knowledge of cultural as well as of technical areas. The agency as a whole should attempt to make provisions for time and opportunities for growth and development.

THE SUPERVISOR AND CONTINUOUS LEARNING

There are supervisors who do not systematically and actively try to improve themselves because, basically, they feel it is too late, or that they do not really have ability, or that they have learned all there is to know and are self-satisfied. These so-called reasons are false in the majority of cases.

Perhaps when the supervisor finished college, there was the general feeling that he was crammed full of knowledge and ready to use it and that he was all through. This feeling might have existed also after he served his term as a counselor and received his promotion to first-line supervisor. Too often knowledge, or education, is confused with schooling per se and it is learned years later that formal schooling is only a part of education. The ideas presented in school offer wonderful opportunities to master facts and to learn methods of successful living. Studying should be a process of obtaining wisdom from great minds and should present tremendous opportunities for self-development and growth. Formal schooling might thus be called a foundation for subsequent learning--a life-long process.

One of the most erroneous statements ever made is that an old dog can't be taught new tricks. Many supervisors make little effort toward self-improvement. This old statement provides an excuse for those who are lazy or self-satisfied. Research has disproved this statement, as have the millions of mature persons who have wrought miracles of self-improvement.

The supervisor should not shun efforts for self-improvement by feeling that he does not have sufficient intellectual power. Common sense should tell him that he has at least average intellectual capacity or he would not be where he is today. Too, top administration has recognized in the first-line supervisor outstanding ability and capacity for mental growth, prime factors necessary to his position.

There is no lessening of the ability to learn in later life. The healthy, mature person learns as quickly as a young person when he now brings to bear on his new problems his fully-matured intellectual powers supported by his many practical experiences. The habits of studying, reading, listening to lectures or preparing lesson projects are possibly broken by now, making it difficult to get back into stride again. However, with a little self-discipline and persistence, the concerned supervisor or counselor can re-acquire learning habits. The inference here is that the old dog can learn more easily than he could when he was a young pup.

It is amazing how much information and knowledge can be acquired if a system of learning is established. A concerned supervisor might set aside just a few minutes each day for this purpose. Dr. Albert Walton, professor of psychology at Pennsylvania State College, and an authority on supervision and management said:

> Any man who is willing to devote fifteen minutes a day to the acquisition of new knowledge can secure for himself a cultural background that is superior to that given by any college course in the country. This is a statement that the lazy or indifferent man will reject with a scornful 'pfui.' When we say fifteen minutes a day, we do not mean fifteen minutes a day for six months, or six years. We mean fifteen minutes a day from now on, with no artificial graduation day to put a premature end to the process. On a scheduled fifteen minutes a day, a man can learn to read any foreign language he may select; he can familiarize himself with the best books in literature, with the fundamentals of any science or philosophy, with the chief events of history and their significance. He can open up for himself new horizons and can learn to see behind and beyond the events of the day about which the ordinary man reads without real comprehension. He can attain a perspective which enables him to place these events, the men he reads about, the men he meets, in a meaningful picture. Instead of seeing them as isolated figures, he sees them in relation to others of their kind. And this is the material out of which good judgments are made.(9)

THE SUPERVISOR AND PROFESSIONAL GROWTH

Both personal and professional education are continuous. Regardless of the extent of formal education, the learning process continues. Supervisors must continue to read, to be aware and alert, to listen, to search, just to keep pace with the knowledge explosion. No progress is made in that day which passes without something worthwhile being added to the supervisor's knowledge. Opportunities for learning today are immense. This is applicable to personal and professional awareness--technically as well as on the supervisory level.

Prior to developing a plan of personal and professional growth, an evaluation and assessment process should be carried out with the supervisor's superior in order to:

1. Identify areas in which the supervisor should be concerned regarding growth and development.
2. Develop a plan of reading, appropriate college courses, seminars, etc., which would serve to meet these growth needs.

Reading any material can be worthwhile, but, ordinarily, consistent study of certain areas of knowledge is more productive. This is particularly true if reading supplements information already acquired or makes up for deficiencies. Regardless of how learned a supervisor is, he has some educational weaknesses which need improvement. The areas or combinations of areas which are most appropriate depend, of course, on the specific needs of the supervisor.

There are technical courses related to the supervisory position in which the supervisor might feel inadequate. Perhaps he needs more depth of knowledge in management methods, statistics, office management, accounting, or community resources. This list could be endless in both personal and professional areas. There may be cultural subjects with which the supervisor needs to be better acquainted. Perhaps his knowledge of English grammar, spelling, public speaking, history, natural or biological science or economics is lacking. These and many other areas could be studied for personal improvement. Entirely new perspectives may be gained from reading, observing, studying, attending conferences and meetings, and participating in clubs. The supervisor may wish to belong to professional, service and/or civic organizations in order to broaden the scope of his community contacts and relationships. This applies to vocational rehabilitation as well as other indirectly related areas.

There should be a private library established by the supervisor. A good dictionary, a Thesaurus, and an Atlas are good basics. Publications concerning fields both inside and outside vocational rehabilitation should be used. There is definite need to keep abreast of rehabilitation publications and related literature as a means of furthering professional development. The Journal of Rehabilitation, Personnel and Guidance Journal, Harvard Business Review are but a few of the excellent resources available. Another recommendation is to subscribe to and read several good newspapers.

The current increase in publications along with heavy workloads could cause the supervisor to feel that he lacks time to read relevant professional literature. One solution to this problem might be the Clearing House for rehabilitation literature at Oklahoma State University, Stillwater, Oklahoma, which selects pertinent publications which would be of interest to supervisors. In addition to in-service training, the supervisor should become aware of the universities offering short-term courses and night classes. The supervisor could contact his agency's State training office for the addresses of colleges and universities as well as courses offered.

If the supervisor blocks out a schedule of fifteen minutes a day for professional reading and self-improvement and strictly observes it, he will be able to make steady progress on a reasonable schedule. The feeling of frustration caused by failure to stay abreast of professional matters can be overcome, but not on an impossible perfectionist basis that many dream about.

THE SUPERVISOR AND HIS SELF-CONCEPT

Generally most literature regarding the supervisor's growth and development implies that development involves change in the self-concept. Everyone sees himself in particular ways and all types of adjectives that describe himself to himself. It is the "I" that no one else knows fully. One reason that the self-concept, or self-image, is crucial is that it has a great deal to do with the personal and professional development of the supervisor.

The self-concept is of extreme importance because all the supervisor does or says, everything he hears, feels, or otherwise perceives, is influenced by how he sees himself. Deep growth involves a change in the self-concept. A growing supervisor changes because of the desire to change and because of new insights and understandings which he has acquired. Growth producing change will not necessarily or likely occur because he is told to, exhorted to, or because it is "the thing to do."

This deep growth implies change in the supervisor himself and in how he uses his knowledge, in the ends to which he applies his skills, and briefly, in his view of himself. A growing supervisor examines himself and, in so doing, emerges with new depths of motivation, a sharper sense of direction, and a more vital awareness of how he wants to live on the job.

One problem related to the supervisor's self-concept might be an unrealistic self-appraisal where he is unable to adjust his sights to new roles as times change. This, too, might apply to the supervisor who cannot grow old gracefully. The problem could be due to lack of realistic insight into his own true worth and disparities between how he sees himself and how others see him. Briefly, the more realistic his view of himself, the more guaranteed will be his personal effectiveness. As a man grows, his self-concept will change with his title and role and will become more akin to that which he is becoming in relation to his potential.

If changes in the self-concept of the supervisor are desirable, what brings them about?

Even when supervisors want to change, faint mutterings of self-discontent tend to become quashed by the old idea that " an old dog can't learn new tricks." The basic habit of the status quo, comfortable or uncomfortable, appears often to outweigh the value of a new style of behavior. This could be due to the fact that many mature people resist change or the need for a better environment.

Changes in the self-concept of a supervisor would involve changes in perception, attitude, and understanding, and not changes in knowledge, experience, or skills. Self-examination, or conscious introspection, is needed to lay the groundwork for insight, without which no growth occurs. Insights--real, genuine glimpses of oneself as one really is--are reached only with difficulty and often real psychic pain. However, these insights are the building blocks of growth and the prerequisites of changed behavior.

Just as learning is impossible without motivation, real supervisory development is impossible unless the supervisor seeks it. The supervisor must want to develop because of personal desire, not through a desire to please superiors.

Growth and development require the supervisor to acknowledge the difference between what he is now and what he wants to be--between what he is now and what he should be. He must be dissatisfied with his present situation, for it is likely that a completely self-satisfied person is in a state of arrested development. The supervisor is also obligated to help his counselors recognize the need to develop when such a need exists. The supervisor should set an example of self-evaluation and self-criticism. A self-evaluation sheet such as the one shown in Appendix F would be of use to the supervisor.

The supervisor can set an example by feeling, talking and otherwise showing that he is a man who sincerely believes in his agency. He should be animated and should demonstrate an active interest in the people around him, in things, and in life in general. Often, by playing the role of the supervisor he would like to be, he soon finds that the improvement has become habitual. This is nothing new; it has been said in many different ways by many successful people for thousands of years.

Growth, finally, is the evolvement of personal goals and the sense of adventure in pursuing them. It is the meaning of the dedicated man. Personal goals, agency goals, and professional goals coincide to a great extent; and personal power is directed single-mindedly toward the supervisor's seeing himself in relation to the fulfillment of his administrative or executive potential.

THE SUPERVISOR AND PERSONAL DEFICIENCIES

A supervisor's failure to succeed is not always due to lack of formal education and knowledge. There are those who fail because of personal weaknesses. They are plagued with personal, emotional, or temperamental deficiency. Among the most common deficiencies are a failure to get along with others, a hair-trigger temper, feelings of inadequacy, lack of forcefulness, low self-confidence, emotional instability, insecurity and intolerance.

Most of such weaknesses are well-established as habits. These can be corrected by the supervisor himself if he only recognizes them as weaknesses and is willing to change and correct them. There is a need to unlearn established poor habits and replace them with better ones. For example, a quick temper may be his shortcoming. This probably originated in childhood as people around him gave in to his whims when he used temper tantrums. As time progressed, the habit grew and people gave in rather than suffer his abuse. Now the habit is firmly entrenched. Still it represents a distinct handicap and others might shun his company. He needs to find ways of breaking this old habit which by now is performed unconsciously. First of all, he needs to make himself aware of the act before he explodes. One method is to make himself think before blowing his top. "Forewarned is forearmed."

There are psychologists who suggest that the habit-bound person keep a notebook record, using two pages for each day in the week. On one side of the notebook the word "Credits" is written and on the other side "Debits." Each time the subject loses control, there should be a tally mark scored on the "Debits" side. Each time he nearly loses his temper but restrains himself, he gets a "Credit" tally. This simple device makes him aware of the problem. As time goes on, self-restraint can be attained. There is need of a gimmick such as this to keep one aware of acts which previously were automatically performed. This simple method can be adapted to break almost any habit and is well worth the effort. Benjamin Franklin used this method for his own self-discipline and described it in his autobiography. Perhaps this old trick would benefit the new pup.

THE SUPERVISOR AND MENTAL HEALTH

Mental health needs to be a concern of the counselor for the client, of the supervisor for the counselors, and of the supervisor for himself. Too often we will not "do for the doctor what the doctor does for his patients." Psychiatrists today face a line of patients whose problems are precipitated by the conditions under which they work. They develop neuroses and psychoses not only because of what happens in their private lives but, also, as the result of where, how and with whom they work. These disturbances can take various forms, according to the individual. Most agree that these problems are the direct result of working environments, and concur that more serious problems occur on the executive level. According to Dr. John A Tienor, psychiatrist with the Menninger Foundation, there are men who suffer from what is now called "the promotion neurosis."(12) These men know their own limitations better than their bosses do and fear that the weaknesses they have successfully concealed in their relative obscurity will spring into full view once the spotlight is upon them as they are promoted to a higher level. Dr. Laurence J. Peter's book, The Peter Principle, emphasizes this particular area with its clever anecdotes.(10)

The supervisor may feel that if there is any psychopathology in his agency, it is not due to him personally--that he is merely a member of this team and cannot make decisions of his own and that everything is done by committees or higher administration. This type of thinking can result in dehumanization. This type of facelessness is the mainspring of psychopathology in today's big business. Supervisors want an organization which will help them to grow, to develop, to do a good job. When an agency does not encourage this growth, the only solution is to withdraw from it in self-defense. In other words, the way a supervisor feels about himself is directly related to his work.

The supervisor should attempt to enjoy his associations with people. He tends sometimes to be too serious, to become too involved in what others think of him, and to lose too much of the actual joy of human companionship. Too often he may tend to take himself too seriously and miss much of the pleasure of life.

Fatigue levels should be recognized and any extensive contact with people once that fatigue point has been reached should be avoided. These levels vary with the individual. A brief respite--a bite to eat, something light to read, a look out the window--will likely reduce the tension level.

The supervisor should try to avoid setting up daily goals for himself which are unattainable. If he plans more than can be done, he then feels frustrated and miserable because the impossible has not been accomplished. It is not feasible to discuss the interesting psychological mechanism that impels him to set up impossible time schedules, but set them up he does.

THE SUPERVISOR AND BROAD GENERAL EDUCATION

The supervisor's relationships with outside contacts such as club members, family, neighbors, community groups and church members affect his skill in supervision and influence the sort of person he becomes. The more varied his experiences both on and off the job, the more instructive they are. Studies have shown that when man is deprived of necessary sensory stimulation, mental symptoms will develop. Dr. Eugene Ziskind, based on his study, suggests that in the absence of the essential answers as to why this is so, we should as individuals, turn to music, painting, books, and other activities not only for our pleasure but as a part of necessary mental hygiene.(14)

What about a more organized means of accomplishing further knowledge? Reading and studying have always been excellent means of accomplishing this goal. A wealth of information from the best ideas of some of the greatest thinkers who ever lived are to be found in today's periodicals and books. There is knowledge which will not only help the supervisor to improve professionally but will greatly broaden his outlook on every aspect of life. Knowledge provides insight to aid in understanding people and the world through deepening an appreciation of life in general.

Most of the men and women who are recognized as being successful leaders have this broader view of life. Their minds penetrate, move deeply into almost any topic they discuss. They seem to have more information about different subjects and express themselves more vividly than most people. However, these leaders were not necessarily born with these attributes. They have worked to acquire this knowledge; they have studied and read regularly. This type of person often makes it a daily habit to acquire facts and ideas from what he reads and from what he learns from others. Part of each day is spent improving his education.

A broad general education enables the supervisor to meet and deal effectively with people from many different cultures. Self-assurance is strengthened by timely knowledge. Such confidence enables him to speak more comfortably on most subjects in public and private. This broad, general education enables the supervisor to resolve new, difficult problems requiring resourcefulness and imagination. The supervisor who has built a good foundation through study of many fields of knowledge and has kept abreast of trends in politics, management, finance, science, as well as literature and the arts, is the supervisor who is able to draw on this information in solving complicated problems. He can solve them with assurance and in a manner which encourages the confidence of others. What is probably even more important, this type of supervisor gets a great deal more pleasure out of life. He is able to relate the things he sees and hears with the best ideas of the past. His daily life is a much more fascinating and interesting experience as well. This is the supervisor who makes worthwhile contributions to his agency and his staff because he leads a fuller life.

A keen awareness of both cultural and technical areas will most likely prove profitable to any supervisor. The things which seem to hold the least appeal are those in which he is perhaps deficient and about which he needs to gain more knowledge. Even a little exploration can open new horizons and thus enhance his understanding of others.

CONCLUSION

In vocational rehabilitation organizations, with goals being the successful conduct of this worthwhile program and enjoyment of the program as it progresses, the value of the supervisor's personal and professional growth and development must be emphasized. The supervisor is in the driver's seat as well as serving as the model of inspiration for his counselors' growth and development. This, in turn, further enhances the quality of services provided vocational rehabilitation clients.

Research within vocational rehabilitation provides knowledge on which supervisors can build, but there are numerous answers to problems dwelling within the supervisor himself. He needs to be vitally concerned with what he can do today to become a more effective supervisor and leader. He must be aware of continuous education toward a professional ideal. It is important that he know himself in order to overcome personal deficiencies and correct bad habits. There should be consideration for sound mental health and for a broad, general education. All of these areas are important in both personal and professional growth and development.

The first-line supervisor must be aware that neither he nor his counselors will experience growth and development in any area unless a strong personal desire is present. There is no simple program which can guarantee progress for everyone. Self-development programs must be tailored to fit the unique qualities of individuals.

There will always be limitation problems concerning budgets, staff, applicants, equipment, facilities, and other increasing complexities of the supervisory position. Therefore, the supervisor must be constantly alert to ways of making more effective use of the manpower on hand and developing a working climate in which growth and development can be realized. Each counselor and his ideas must be treated with respect. Interpersonal relationships throughout the hierarchy should be improved. Both the supervisor and his counselors must have the opportunity to realize their growth and development potentialities.

The ideal supervisory relationship does not develop automatically. Many problems interfere with the achievement of this goal. There are supervisors who desire to do everything for those around them, but let "their hearts rule their heads;" there are those who lack good judgment, and problems constantly plague them; there are those who feel threatened when they make mistakes; there are those who dislike forms and paperwork and do not appreciate their value; there are those who consider any suggestions for growth and improvement as personal insults. These problems can be met only with more knowledge and experience.

Today's supervisor, if he truly has the ability to look beyond today's problems, criticisms, and negative beliefs, and who continues to grow and develop both personally and professionally, will find that his success will create a fortress within the agency which cannot be penetrated.

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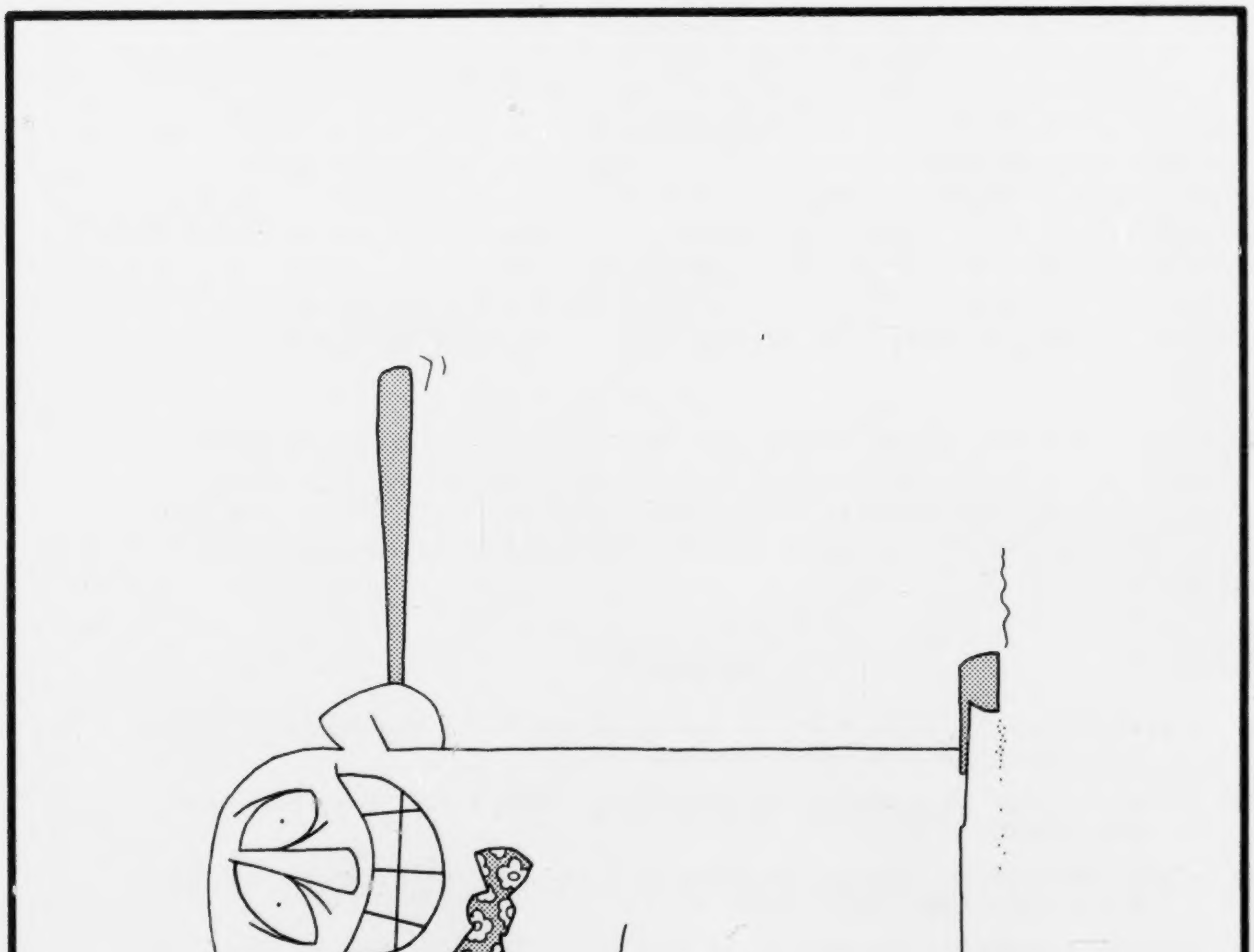

PICKING UP THE PIECES

CHAPTER VII

ADMINISTRATIVE ASPECTS OF FIRST-LINE SUPERVISION
(Picking Up the Pieces)

There are administrative functions in the operation of the rehabilitation agency which are an essential part of the role of the supervisor. Understanding of these functions is an important part of the knowledge of the supervisor and can facilitate the overall delivery of services by the office. In many respects, supervision in a rehabilitation agency is no different than that of any other administrative position in government or industry. Administrative functions include: PLANNING, ORGANIZING, STAFFING, DIRECTING, and CONTROLLING.

The emphasis of this chapter will be on a practical level. The purpose is to enumerate and clarify the day-to-day aspects of these functions.

PLANNING

Although supervisors are becoming more involved in the overall agency planning, the concern of this section will be the planning necessary to insure a smoothly operating office. Planning of this nature is needed for the maximum utilization of resources.

Facilities

Planning for new facilities is usually a one-time function occurring while a new office or other facility is being established. The supervisor may delegate some of these planning tasks to others, but overall responsibility for the facility establishment cannot be delegated.

The supervisor, in making a determination of needed facilities, must have knowledge of his state policies. Most states have a set of rules that must be followed in obtaining office space. In some instances, however, this is left up to the supervisor in the field. Listed are some items that a supervisor should take into consideration in selecting a location for a district or local office or other rehabilitation facility.

A. Ground level access or elevator.

B. Parking close by or on the street.

C. Facilities should meet ASA standards--be accoustically appropriate for the work performed.(1)

D. Central community location:
    1. Close to areas of greatest need.
    2. Available to public transportation.
    3. Close access to agencies with whom frequent contact is needed.

E. Privacy of counselors' offices or counseling areas.

F. Sufficient space for clerical staff.

G. Storage space for supplies, casefiles, and records:
    1. Maintenance of security.
    2. Confidentiality.

H. Availability of janitorial services.

The above items are just an indication of considerations which should enter into the decision as to which space to use for a district or local office. The proper choice of office space and of location for an office is one of the more important considerations that the supervisor must deal with.

Equipment

Closely following the need for office space is the need for equipment. Equipment can be termed the necessary hand tools for effective office operation. It is the supervisor's responsibility to determine the equipment needs and make sure that the equipment in the office functions properly at all times.

Following are some general areas of concern for the supervisor in this respect. This is not an exhaustive discussion, but merely suggests areas that are to be explored.

A. Furniture:
The basic furniture for an office should consist of the following:
    1. A desk, chair, and preferably two side chairs for each counselor.
    2. Sufficient file cabinets, desks, and table space for the clerical staff.
    3. Adequate waiting room furniture to accommodate all waiting clients.
    4. Consideration should be given to other needs such as bookcases, racks for pamphlets, and other needed equipment.

B. Clerical:
In addition to the furniture mentioned above, there should be adequate typewriters, transcribing machines, adding machines, telephones, and copy machines to meet the needs of the clerical staff. Failure to provide for these needs can result in poor use of clerical time and energy, as well as delays in getting the needed paperwork done.

C. Additions:
When the district office becomes large enough, other equipment should be added. Some suggestions the supervisor might consider are--

1. Materials and equipment for in-service training, such as movie projectors, overhead projectors, tape recorders, and video tape equipment.
2. Pre-recorded tapes and other similar material for use in training new counselors.
3. The installation of one-way glass in an office so that counseling techniques may be observed.

When basic equipment is present, the work of providing adequate services to clients can be accomplished.

Supplies

The supplies that are needed in the district office will vary with the number of clients being served and the types of service being provided. The supervisor must be sure that services are not delayed due to shortage of needed and frequently used supplies.

Most states purchase supplies on a contract bid system. This involves an annual or semi-annual letting of bids for printed supplies for the entire period. When this system is used, the supervisor has an added responsibility of being able to forecast the amount of supplies to be used over several months' period.

Often, the inventorying and ordering of supplies is assigned to a clerical person. This removes the actual work from the supervisor, but makes it even more essential that the supervisor be in touch with the needs of his office.

Schedules

The supervisor must be knowledgeable as to the travel schedules of all personnel under his authority. It is necessary for the individual counselors to complete their own itineraries, but the supervisor should make sure that schedules are followed and that travel time is being utilized to the fullest.

He should make sure that counselor travel is well distributed throughout the month. This will enable the clerical staff to have an even amount of work at all time periods.

Vacations

The supervisor should try to schedule staff members' vacations so that they will not interfere with work during the busiest part of the year. The vacations should be staggered in such a way that the individual caseloads are covered at all times and the office is adequately manned.

Conclusion

Planning is involved in all areas of the supervisor's job functions. The areas listed above, while not necessarily more important than the others, are the ones for which supervisors in most states are responsible. Supervisors should be aware of the planning requirements in all areas of their work. Such things as district budgetary planning, district goal or objective setting, in-service training programming and casework supervision all require careful planning if the resources of time and money are to be effectively used. These areas have been discussed previously in this document.

ORGANIZING

The degree of responsibility and authority for organizing will vary with the policies and procedures of the different states. Organization, defined as the development and coordination of a structure that will meet the objectives of the organization, is an essential function.

The first-line supervisor, if he has been adequately involved in the planning for his district, is in the best position to recommend the organizational structure needed to reach the objectives. Certainly organizational recommendations based on careful planning and designed to meet specific objectives will be more favorably received than would recommendations made without such participation.

Coordination is included as a vital part of organization, although some writers have considered it a separate management function. Coordination of the activities of various staff members is one area in which the supervisor can be most helpful in meeting the agency objectives. Coordination becomes increasingly important as the size of the office increases and as specialization of job function within the office occurs. Adequate coordination will help to bring about a smoother functioning office, good employee morale and effective service to clients.

STAFFING

The staffing function is a continuing task. Staffing includes not only hiring new employees but also transfer of personnel and reassignment of caseloads to the end that each employee can fill the position in which he can contribute most.

The supervisor's role in the hiring of personnel will vary with the agency. It is the responsibility of the supervisor to know the policies of his own state in this regard. The comments in this section are intended to be of a general nature only.

Most states have a civil service system for hiring personnel. This varies somewhat, but personnel are usually chosen on the basis of a written examination and/or an oral interview. When an applicant has successfully completed either or both of these, he is placed on a roster or list for employment. Hiring is done from this roster, and the rating the individual is assigned has considerable weight.

The supervisor should have the authority to select all personnel who will work in his office because he will have the final responsibility for their performance, so it is important that he have faith in them.

The supervisor should hire personnel, including clerical, who can respect the confidential nature of the work, who do not feel threatened by handicapped individuals, and who can develop pride in their work.

The supervisor should request a record of school performance. He should have previous employment history with references that should be checked to guarantee the caliber of staff he is getting. All personnel records should be subjected to the same standards of confidentiality that are applied to clients' case folders.

Counselor aides (para-professionals) may have any level of training and are usually chosen for their ability to relate to the client population. The use of these aides is determined by State policy, and the supervisor will have to abide by this policy.

The work of the aides can vary with the needs of the district, the willingness of the counselors to cooperate, and the flexibility of the supervisor. Aides can be extremely valuable to an agency, if they are hired and trained properly. Much of the responsibility for this rests with the district supervisor. Much valuable information regarding the utilization of para-professionals can be found in the report of the Sixth IRS Study Committee's work on the "Use of Support Personnel in Vocational Rehabilitation" (1968).

DIRECTING

This management function involves providing the day-to-day direction to the staff that will insure that they know the results expected of them and the help they require to improve their skills. In-service training is a necessary part of this function.

Training

The supervisor has an important training function to perform. The supervisor must know and be able to interpret the State Plan and personnel manual, and must be current on all directives from the State office.

The supervisor is responsible for training new counselors in the policies and procedures necessary for good office operation. He will often be responsible for in-service training necessary for improvement of case services to clients.

The supervisor is responsible for continued education of all district employees, and must provide continuous and meaningful instruction in policy. Of prime importance in this matter is the understanding that in order to be effective, the training program must be organized.

Interns

When the district office serves an area in which a college is present, the office will often have counseling interns. When this occurs, the relationship between the counselor education program and the agency can become more meaningful. This practice permits the rehabilitation agency to orient counseling students to vocational rehabilitation before they actually start work.

It is important that the internship experience be as productive and meaningful as possible. The feelings and attitudes of the interns are as important as the way in which they function. The supervisor must provide direction, guidance, and feedback to the interns, as well as evaluations of their performance for the training institution.

The interns should have ample opportunity to put the theory they have been exposed to into practice and should also have the chance to see all phases of office operation. The planning of a supervisor can make the internship a most meaningful adjunct to the professional preparation of counselors.

CONTROL

Much of the time and effort of the district supervisor is involved with controlling the flow of time, money, and supplies. One of the prime responsibilities of the supervisor in this area is to make sure that the counselors have sufficient time and budget to give proper services to their clients, that they have the needed supplies to facilitate this, and that these are provided in such a way as to enhance the efficiency of the counselors.

One of the major forms of control is Electronic Data Processing. This system of statistics should give the supervisor a check on the total picture of the district operation and the function of his counselors. He can use this for controlling on caseload movement and budget encumbrances and payments. It should be used as an aid and not as obstacle.

In short, the supervisor should be concerned with ways to increase the efficiency of his counselors and must find ways to provide them with adequate materials and time with which to work. By doing this, he can insure better delivery of services. There are no set ways a supervisor can be given a cookbook or definite guideline to accomplish this end. He must be aware of what is needed and use his own ingenuity to accomplish the end result he desires.

Another part of the control function is budgetary control. There are a number of ways that agencies can handle the control of case service funds and these will be discussed individually.

Centralized Budget Control

Some state agencies operate on a policy of having one fund that is controlled from the State level. When the funds become low, there is a statewide monetary restriction and all counselors suffer from the shortage of funds. States using this system usually point to the advantage of centralized control of expenditures which results in a better knowledge and control of expenditures particularly late in the year.

The advantage under this system is held by the most organized and capable counselor. He is the one who is able to organize and submit plans for case service monies as soon as possible after the first of the fiscal year. The unorganized counselor who is not efficient ends up with the short budget. Usually under this system the funds are gone early in the year and clients in some counselors' caseloads have to go without services.

Counselor Assigned Budget

Under this system, the budgets are assigned the individual counselors from the State level, and it is up to the counselor in the field to manage his own budget and live within the amount allocated. The supervisor must initiate a check and balance system by which he can make sure that the employees in his area stay within the amounts allotted and use the allotted funds to the best advantage. One way of doing this is to establish a running ledger sheet. This will give the supervisor a day-to-day check on each counselor's encumbrances and cancellations.

Time-Based Budget

This system allots the counselors a budget on a quarterly or other time-based schedule. This makes sure that there are funds available for the last part of the fiscal year, but does not allow for flexibility in expenditures. The supervisor must establish a check system under this plan also, and the one mentioned above should work.

District Budget

In this plan, the funds for a geographic area are assigned to the district supervisor. It then is the supervisor's responsibility to determine how the funds are to be allotted. Often, the district supervisor will use one of the methods mentioned above. In an effort to provide a set of guidelines for his use, a method of control that has been found to be effective will now be presented.

Programmed Budget Control

This method involves the best part of some of the other methods, and yet allows the supervisor to have considerable control and good knowledge of the district's financial status at any given time. The basic steps in this method are as follows:

A. A complete list of continuing cases should be obtained from each counselor at the start of the fiscal year. The amount needed for each case on the lists would then be deducted from the assigned funds for the district. In this way, the re-encumbrances are allotted before the individual budgets are determined.

B. The remaining budget is then divided quarterly and assigned to the individual counselors as will be needed for a smooth flow of case service funds for the fiscal year.

C. The re-encumbrances that are cancelled are then placed in a special fund and redistributed to the counselors at the beginning of the following quarter. This keeps the counselors from hiding money in unnecessary encumbrances and makes for more of an accurate indication of funds on hand at any time. This method requires that the supervisor have the clerical staff maintain individual cost cards and a running account on each counselor's approved encumbrances and cancellations.

It is essential that the supervisor be aware that the system chosen is operating satisfactorily for his unit. The supervisor must make sure that his staff understands the workings of the system in operation. The individual counselor should also be aware of his expenditures. It is a difficult task to inform clients that there are no case service funds available. The supervisor can help to insure that this does not happen by using good budgetary practices.

PUBLIC RELATIONS

Public relations is of sufficient importance to justify inclusion here as a separate function of the supervisor since a large part of his job is to help build and maintain good relations between his staff members, other agencies, and the general public.

Intra-Agency Relations

The supervisor is consulted by the staff when problems arise in the agency. The supervisor is called upon to arbitrate issues that may affect the relations between staff members and morale of the entire office.

The supervisor must be able to handle situations in a tactful and fair manner so the parties involved will feel that he can be trusted. Adequate handling of situations of this nature will result in long-range improvement in the productivity of the office.

Inter-Agency Relations

The supervisor has primary responsibility for building and maintaining relationships with cooperating agencies, service groups, referral sources and any other agencies in the community that work with his agency.

Many states have cooperative agreements between the agencies on the State level. Such agreements help eliminate many problems that can develop on the local level. In such instances the supervisor is responsible for the implementation of the agreements within his district. When such agreements do not exist, the supervisor must develop and maintain working relationships and guidelines for cooperation. This is a continual process that can contribute to smooth office operations and better provision of services to clients.

Other Groups

Public relations will also include being involved to a greater or lesser degree with groups, committees, and projects that are oriented toward rehabilitation. The supervisor is often expected to advise and act as a consultant when asked. Whenever this occurs, the supervisor must remember that he is the representative of the agency and as such is considered an authority.

The supervisor will also work closely with the medical profession through the district medical consultant. He should attempt to develop closer relations with the physicians in the area at any opportunity.

There are many times when the team approach to a problem can be utilized in working with the groups mentioned above. Many times it will be the supervisor's function to organize or participate in the team approach. Public relations can be one of the supervisor's most important functions and must be continually developed. The relationships that are developed and maintained can make or break the rehabilitation program in the area and can be a large part of the reason for a productive office.

Public relations has been discussed in the Institute on Rehabilitation Services Study on Public Information (1964). This study made reference to the type of public relations necessary on the local level.

CONCLUSION

The supervisor is an individual who has many and varied responsibilities. The management function, often overlooked, is important in that it is the logistics that make the operation work.

The preceding section has attempted to mention and discuss some of the major management-related duties of the supervisor. As mentioned before, the discussions were meant to merely provide a basis for further thought, not an exhaustive treatment of the subject. The individual supervisor will have to tailor his program to his own area's needs.

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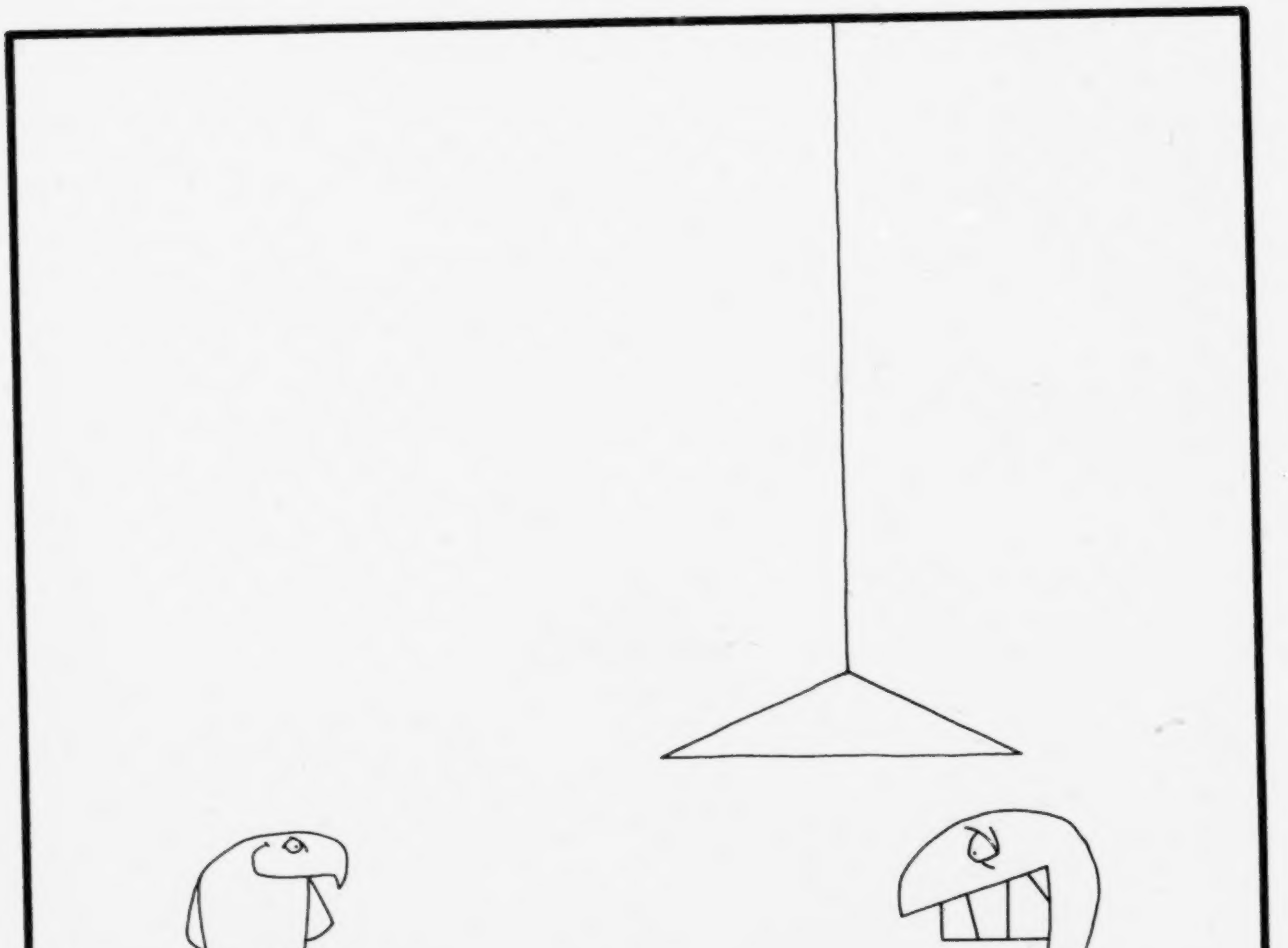
APPENDICES



APPENDIX

APPENDIX A

PURPOSE AND CHARGES

IRS Study Group III
on
"Principles and Practices for Effective First-Line Supervision
in Rehabilitation Counseling"

Purpose

The purpose of the study group is to develop a handbook for newly-appointed first-line supervisors which will set forth the principles and techniques of casework supervision.

Charges

1. Develop the handbook in such a way as to insure proper balance between the casework aspects of supervision and the management aspects of supervision.
2. Give particular attention to the supervisory function as it related to a counselor's ability to appreciate, work with and seek out clients who have cultural backgrounds different from his own.
3. When developing the materials
   a. be as specific as possible;
   b. draw on experienced professional supervision from other fields such as nursing, social work, psychology and so forth.

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APPENDIX D

TAPE RECORDING ANALYSIS

Department of Community Service - Study Committee on Motivation
Northeastern University Center for Continuing Education

A tape recorder is an invaluable piece of audio-visual equipment which can be used in many ways in an in-service training program. Skill in the use of the tape recorder leads to a greater sensitivity of motivational cues or barriers to them in the counseling process. Skill training in this medium requires not only practice but also an opportunity under a qualified counselor to analyze critically your counseling approach to the client. As sophistication in the use of the tape recorder is gained, the counselor can evaluate the recorded interviews without supervision. To be effective in this approach, the counselor must learn to ask himself a myriad of questions as he listens to the tape. For example, "Should I have intervened and confronted him with what was really happening to counteract his persistent denial of what should be obvious?" "Could I have handled this situation differently and more effectively?" "Would it have been wiser for me to be directive at this point?"etc.

The tape recorder faithfully records all audible behavior that occurs in an interview. It provides a historical document where one can refer back and check the authenticity of statements as they were actually expressed in the interview. It is not surprising, however, to listen to tapes and find that you didn't mean to say what you said; or that now you would say it differently; or that what was said did not succeed in communicating your intent; or that you didn't realize how emotionally charged you became after the client made a certain comment; or that your overall approach strategy to the client was ineffective or in error. Some caution must be exercised in how you use a tape recorder. Clients may become inhibited or in some instances it may even have a traumatic impact. For example, with the paranoid patient using a tape recorder may reinforce his belief that the world is against him and he is being spied upon. So long as we keep these precautions in mind, tape recordings are an unusually flexible training medium. The tape can be stopped at any point. It can be started and stopped sequentially. It can be replayed at any point or you can replay the whole tape. It can provide valuable practice in careful listening.

The following suggestions for analyzing motivational dynamics through tape recordings of Counselor-Client interviews should be helpful. It is recommended that some diagnostic format be established for evaluating the recordings. For example, a simple format could be what occurred in the interview which facilitated or served as a barrier to motivation.

1. What is the tone of the interview?
    a. Client - Is he hostile, aggressive, evasive, resistive, fearful, apprehensive, agreeable, disagreeable, suspicious, cooperative neglective, impulsive, energetic, lethargic, indifferent, apathetic, insightful, shows good judgment, attentive, responsive, defensive, sincerely seeking help or merely displaying resistance without being disagreeable, etc.

    b. Counselor - Does he tell client what to think; is his tone imperative; is he sarcastic, directive, non-directive, friendly, informal, formal, warm, cold, pressureful, communicative, assistive; does he inflate or deflate client's status; does he sound interested or disinterested in the client's welfare; is he constructive in his suggestions or does his suggestion tend to increase client's resistance; is he a good listener, etc.

2. Successive counselors can try their hand at directive and/or non-directive counseling. These approaches can be tape recorded, then played back for analysis.

3. Listen to a tape recorded interview without interruption. Then replay the interview with a clarifier making comments, stopping the tape to do so.

4. Stop the tape at certain focal or crucial points. Have all participants write down their reaction to counselor's counseling technique, client's motivations, etc. Read these reactions aloud and then compare.

5. Role play a counselor-client interview and tape record the session. In playing back the tape, everytime a participant notices that the client shows resistance or feels threatened he should raise his hand and the machine is stopped. He discusses his perception. The role player concerned reports how he was feeling at the time. In this way there is immediate feedback to how accurate the perception was.

6. Tape recording of a counselor-client interview is played. Tape is stopped at critical points by the leader and participants are asked in writing to predict how the counselor will handle the situation, how the client will react to the suggestion, etc. Then the tape recording is put on again for the next minute or two. In this way accuracy of predictions can be checked. As a variation any participant can ask to have the tape stopped at a point where he is sure (or not sure) about what will happen next.

7. Analysis of a tape recording in terms of whether the counselor's comments are helpful, hindering, or neutral. Tape can be stopped after the counselor has made a comment and participants can jot down a + or 0, depending on whether he felt it was helpful, hindering, or neutral.

8. A simple way of analyzing a tape recording is to permit the participants to stop the recording whenever they wish to do so to make a comment.

9. Listen to the tape recording for recurring themes as expressed by the client. Discuss what you believe to be the significance of these recurrences.

APPENDIX E

PHENOMENA TO OBSERVE IN GROUP INTERACTION

I. SOCIOLOGICAL

A. Is leadership static?

1. Does formal leader relinquish that role?
2. Does leadership role shift from person to person who can provide a facilitative function at an appropriate time?
3. Who talks to whom?
4. Is communication shared?
5. Do members speak up without asking permission?

B. Task Functions (See Attachment 1)

1. How many different members of the group perform any one of these functions?
2. How many times can you identify these functions being performed?
3. Is group helped in solving its problem when any of these functions are performed?
4. Hindered?

C. Individually Oriented Functions (See Attachment 2)

1. How many different members of the group perform any of these functions?
2. How many times can you identify these functions being performed?
3. Is group helped in solving its problem when any of these functions are performed?
4. Hindered?

II. PSYCHOLOGICAL

A. Defense Mechanisms

1. Are there statements of denial? If so, what triggered them?
2. Expressing hostility toward inappropriate person - low man in group totem pole, the group leader, some one "back home."

3. Reaction formation - expressing attitudes and overt behavior patterns that contradict real, unconscious wishes.
4. Rationalization - unconscious process of giving false reasons for one's unacceptable behavior in order to preserve self esteem and social approval.

B. Human Needs

1. Basic physiologic needs may be assumed to be met: food, water, air, temperature, income.
2. Safety needs: need for structure, rules, limits, order, dependence on leader.
3. Belonging needs: need for emotional support by another person or persons; need for attention, care, affection; socialization; concerned with appropriate ways to behave.
4. Ego or status needs: need to be accepted and appreciated as a person; to be valued by others; to be esteemed and respected; to have status; to win recognition; seeks opportunities to display effectiveness; to avoid rejection and disapproval.
5. Self-actualization, achievement needs: to perform acts that are useful and valuable to others; need for self-expression; to be creative and productive; to realize one's potentials and translate them into actuality. Person may suggest innovation, experimentation, takes risks, relates a present experience to self, to here and now rather than to there and them.

C. Self-Concept

As the individual develops, he organizes his reactions into a consistent pattern, the self-concept. This is the individual's way of looking at himself. His thinking, feeling, and behaving are for the most part consistent and harmonious with this self-concept. Although at each state of his development, from infancy through adulthood, the individual's self-concept is modified, he attempts to protect and defend it from danger and injury which he perceives in the form of embarrassments, defeats, and failures.

Maslow states, "We (can) learn. . .about our strengths and limits and extend them by overcoming difficulties, by meeting challenge and hardship, even by failing. There can be great enjoyment in a great struggle and this can displace fear."

III. CULTURAL

A. Group Climate

1. Do members of the group own up to their expressed ideas, such as "I believe. . .", "I propose. . .", "I feel . . ."?
2. Do members of the group acknowledge their own behavior which may affect the group such as dominating the conversation, referring to how it's done somewhere else, support members who are on the spot and struggling to express themselves, welcome and appreciate other's attempts to help them?
3. Do members express openness, express their feelings of the moment, share their perception of what they believe is happening in the group process, encourage others to share their perceptions?
4. Do members express concern and trust for others in the group; is there "leveling"?
5. Do members take risks - expose highly personal information (both emotional and intellectual) when it is pertinent; suggest trying new group procedures for dealing with problems; call leader's attention to his own behavior which may inhibit the group's performance?

B. Maintenance Functions (See Attachment 3)

1. How many different members of the group perform any one of these functions?
2. How many times can you identify these functions being performed?
3. Is group helped in solving its problem when any of these functions are performed?
4. Hindered?

ATTACHMENT 1

TASK FUNCTIONS

1. Initiating-Contributing:	Suggests or proposes to the group new ideas or a changed way of regarding the group problem or goal.
2. Information-Seeking:	Asks for clarification of suggestions, for authoritative information and facts pertinent to the problem discussed.
3. Opinion Seeking:	Asks not primarily for the facts of the case but for a clarification of the values pertinent to what the group is doing.
4. Information Giving:	Offers facts or generalizations which are the authoritative views or relates his own experience to the group problem.
5. Opinion Giving:	States his belief pertinently to a suggestion made. The emphasis is on his proposal of what should become the group's views, not primarily upon relevant facts or information.
6. Elaborating:	Spells out suggestions in terms of examples or developed meanings, offers a rationale for suggestions and tries to deduce how an idea if adopted by the group would work out.
7. Clarifying:	Shows or clarifies the relations among various ideas and suggestions, tries to pull ideas together or to coordinate various members of the sub-groups.
8. Orienting:	Defines the position of the group with respect to its goals by summarizing what has occurred, raises questions about the direction which group discussion is taking.

9. Evaluating:	Tries to assess progress toward the goal; questions the practicality, logic, facts, or the procedure of current or suggested operating policies.
10. Acting as Procedural Technician:	Expedite group movement by doing things for the group-performing routine tasks, etc.
11. Recording:	Writes down suggestions, makes record of group decisions and products of discussion. The recorder role is the group "memory".
12. Standard Setting:	Expresses standards of group to attempt to achieve in its functioning or applied standards in evaluating group process.

ATTACHMENT 2

INDIVIDUALLY-ORIENTED FUNCTIONS

1. Aggressing:	Deflates the status of others, disapproves values, attacks the group problem, jokes aggressively.
2. Blocking:	Tends to be negativistic and stubbornly resistant, disagreeing and opposing beyond reason; attempts to bring back issue after group has rejected it.
3. Recognition-Seeking:	Works in various ways to call attention to himself by boasting, calling on personal achievements, struggling to prevent his being placed in an inferior position.
4. Self-Confessing:	Uses the audience opportunity which the group setting provides to express personal, non-group oriented "feeling", "insight", etc.
5. Acting as a Playboy:	Makes a display of his lack of ability and involvement in the group processes. This may take the form of cynicism, nonchalance, horseplay, and other "out of the field" behavior.
6. Dominating:	Tries to assert authority in manipulating the group or certain members. This may take the form of flattery, of asserting a superior right to attention, etc.
7. Help Seeking:	Attempts to call forth sympathy response from group or certain members, through expression of insecurity of personal confusion, etc.
8. Special Interest Pleading:	Speaks for the small business man, the grass roots community, labor, etc., cloaking his own prejudices of biases in the stereotype which best fits his personal need.

ATTACHMENT 3

MAINTENANCE FUNCTIONS

1. Encouraging:	Praises, agrees and accepts the contributions of others. He indicates warmth and solidarity toward group members.
2. Harmonizing:	Mediates the differences between other members, attempts to reconcile disagreements and relieve tension in conflicts.
3. Compromising:	Operates from within a conflict in which his idea or position is involved. He may offer compromise by yielding status, admitting his error, disciplining himself to maintain harmony.
4. Gate Keeping and Expediting:	Attempts to keep communications channels open by encouraging the participation of others.
5. Group Observing and Commentating:	Keeps records of various aspects of the group process and feeds such data into the group's evaluations of its own procedures.
6. Following:	Goes along with the movement of the group, more or less passively accepting the ideas of others, acts as audience.
7. Tension-Reduction:	Play at the appropriate time, jokes, calls for coffee break.

CHARACTERISTICS OF A FACILITATIVE RELATIONSHIP*

Empathic Understanding

Trying to understand fully the feelings of the other person; responding to the feelings of the other person as well as to the ideas he is communicating; entering fully the world of the other person's feelings and personal meanings, and seeing them as he does.

Respect or Positive Regard

Acceptance of the other person; experiencing positive attitudes toward others - attitudes of respect, interest, liking, caring, warmth.

Facilitative Genuineness

Being authentic: authentic relationships are those in which an individual enhances his sense of self-and-other awareness and acceptance in such a way that others can do the same. The facilitator's expressions indicate that he is freely and deeply himself in his relationship with the other person; completely spontaneous in his interaction and open to the experience of all types, both pleasant and hurtful. This is related to Carl Rogers' concept of congruence: whatever feeling or attitude one experiences is matched by one's awareness of that feeling or attitude. One accepts the feeling or attitude as being one's own, and one's behavior is seen by others to be consistent with it.

Personally Relevant Concreteness

Enabling the other person to discuss personally relevant material in specific and concrete terminology; being helpful in guiding discussion so that the other person may discuss fluently, directly, and completely, specific feelings and experiences.

Self-exploration

Being able to volunteer personally relevant material to the other person. Voluntarily introduce relevant material spontaneously and engage with the other person on inward probing to discover feelings or experiences about one's self and one's world.

Demonstrating these characteristics in a group or one-to-one relationship should facilitate that relationship whether it be in a natural work-team unit, parent-child, teacher-student, counselor-client, supervisor-subordinate, or even a peer relationship.

* Based essentially on the concepts of Carkhuff and Berenson in Beyond Counseling and Therapy, Holt, Rinehart, and Winston, 1967.

STAGES IN GROUP DEVELOPMENT IN A PROBLEM SOLVING OR "COPING" SITUATION

Denial

The group, or certain members, will deny the facts; will claim the problem or group task is not realistic; avoidance of coming to grips with the issues.

Blame

The group admits the situation or facts are true, but puts the blame for the problem on others; find the culprit, the scapegoat; if the other person or other group would change, then the problem would be solved.

Accept Responsibility

The facts are conditionally accepted as true. The situation is perceived as being realistic. The group sees itself as related to and involved in the problem.

Problem Solving

Identify the problem. Gather and examine as many facts as the group believes have an influence on the problem. Diagnose the facts which have a positive, which have a negative, influence on the problem. How can negative influence be reduced? Suggest a solution. Generate alternative solutions. Test each solution for feasibility. Plan action steps for putting agreed upon solution into effect. Who is responsible to follow-up on action steps -- when?

Hypothesis Testing

The group begins to ask why problems occur; takes the long view. Tests the hypothesis that if certain actions are taken relevant to certain situations, problems can be reduced or avoided.

APPENDIX F

SUPERVISOR SELF RATING SHEET

This is designed so that the supervisor can evaluate his performance periodically and concentrate on areas of need.

AA - Above Average   A - Average   BA - Below Average (Needs Improvement)

____ 1. I, with the cooperation of my staff, establish, implement, and revise as needed a work plan covering all coordinated operations to maintain maximum service.

____ 2. I effectively assign responsibilities, taking into consideration the abilities, interests, and other duties of my staff members.

____ 3. I assume responsibilities for the task assigned, while respecting the right of my employees to carry through without undue interference.

____ 4. I set an example for the rest of the staff in observance of time schedules and office decorum.

____ 5. I have knowledge of, and can explain, not only the policies and regulations of the agency, but also the thinking behind them in a manner that is clearly understood by all my employees.

____ 6. I consistently gear staff conferences to the needs of individual employees or the group as a whole.

____ 7. I encourage participation of each employee in staff conferences, so that the benefits of full employee contributions are obtained.

____ 8. I make each employee feel that he is a necessary and respected part of the agency at all times.

____ 9. I use individual conferences with my staff as an integral part of the evaluation process.

____10. I keep each employee informed of his job performance and professional growth.

____11. I seek and use opportunities to interpret to the community the objectives, policies, and goals of the agency.

____12. I furnish constructive leadership in community organizations, and in developing working agreements with local agencies.

____13. I seek, accept, and use supervision from the state office.

____14. I consistently improve my knowledge through any methods available to me such as reading, meetings, or conferences with others.

____15. The knowledge I gain is reflected in my work.

____16. I assume the responsibility of developing a plan for the continued professional growth of my staff and myself.

____17. I assist in the development of the total planning for the agency as a whole.

____18. I am satisfied with my performance in my present position.

APPENDIX G

INSTITUTE ON REHABILITATION SERVICES
FILM REVIEW

In San Francisco, Study Group III on Principles and Practices of First-Line Supervisors had the opportunity to review several films relative to leadership and supervision. It was the consensus that the following films, while not perfect for Vocational Rehabilitation purposes, nonetheless demonstrate some basic concepts of supervision which are applicable to any kind of supervisor, whether he be in industry, government, or whatever.

1. "Supervision in Vocational Rehabilitation," can be purchased from Campus Film Distributors Corporation, 20 East 46th Street, New York, New York 10017 at a cost of $250.00. It can be rented from New York University Film Library, 26 University, New York, New York, for a charge of $6.50 a day. This film depicts an experienced Vocational Rehabilitation supervisor's first and continuing contacts with three new counselors with varied backgrounds, interests, training, and personality make-up. He reacts essentially in a non-directive, Rogerian manner to their anxieties, dependencies, personal problems, although he does lose his cool with one very dependent counselor who inadvertently gets him (the supervisor) into hot water with his administrator. It is worth seeing and showing to supervisors as a take-off point for discussion. Perhaps all supervisors will not agree with this supervisor's methods.

2. "Theory X and Theory Y" is a two-part film which can be secured from the Bureau of National Affairs, Incorporated, 5615 Fishers Lane, Rockville, Maryland 20852. Rental costs are $50.00 per film, per week, and includes a Leader's Guide for discussion purposes. This film is based on the work of the late Dr. Douglas McGregor and his findings regarding the assumptions management is prone to make about its employees. The distinction between the abilities which people have already developed, and their potentiality for further development is one of the major differences between Theory X and Theory Y. Theory X is a way of looking at human capacities which regards them as potentially static, unimprovable, and motivated only by external influence based on reward and punishment. Theory Y is an invitation to explore the limits of human capacities rather than

accepting them as unchangeable. The assumption is that many people (not necessarily all) could find sufficient satisfaction in work to devote more effort to it than they would in response to coercion or coaxing only. If the work itself provided opportunities for a sense of achievement and personal growth, this would be more motivational than externally applied motivators.

3. "Motivation Through Job Enrichment" can be secured from the same source and cost as above. Dr. Frederick Henzberg indicates that working conditions, pay, fringe benefits, etc., are not as important in themselves as motivators as is the worker's feelings of accomplishment in his job.

4. "The Management of Human Assets" is another BNA film at a $50.00 per week rental fee. Dr. Rensis Likert demonstrates the difference in productivity and profit a company realizes after it changes its supervisory methods and attitudes with regard to staff. As the firm involves more and more of its personnel in planning objectives, goals, and methods of doing things, productivity increases markedly, costs are reduced, etc. An excellent film.

5. "The Challenge of Leadership" can be secured through BNA at $25.00 per week rental. Demonstrates that, when a leadership vacuum exists, someone will fill the vacuum. It demonstrates some of the qualities of leadership in a crisis situation.

   One way of using the film is suggested in APPENDIX H I, which explains the nature of the demonstration to a group of about fifty people and includes a Leader's Guide. BNA Films also provides a Leader's Guide using a different learning method and a different emphasis on looking at leadership.

APPENDIX H-I

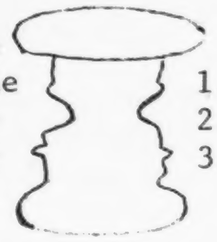
Demonstration on Use of Film, "The Challenge of Leadership"*

LEADER'S GUIDE

(Have table and eleven empty chairs arranged in front of room before meeting starts with paper and pencils for note taking. Have movie projector and screen ready to go so entire audience can see film when shown. Have easel with conference pad, or a supply of newsprint fastened to wall with masking tape, and supply of felt tip pens and/or wax pencils. Have handout,"Purposes for the Session" already placed on each chair in the room.)

I. Introduction to the total group:

1. Remarks about perception: Many individuals who see this film fail to see it as a device to facilitate learning. One objective of the session is to recognize the effect of flexibility of perception. Demonstrate with diagram, figure and ground. Lines don't move, we permit different perceptions.



1. Birdbath.
2. Pedestal.
3. Sex: two faces about to kiss.

2. Refer to each "Purpose" included in handout.
3. Ask how many have had T-Group training. How many who have had it didn't like it or reject it as a training method. How many who've not experienced T-Group training have no strong opinion one way or other. Hypothesis is that those who have had T-Group and like it are more flexible and open to their experience than those who have had it and see it negatively.

I need three (3) volunteers who've had T-Group and see it positively, three who've had it and see it negatively, four (4) who've not had it and are uncommitted. (This is an attempt to screen a broad spectrum of possible responses in the group discussion.) Fill the chairs in the "fishbowl".

4. Ground rules.
   a. No comments from the large audience during demonstration.
   b. "Fishbowl" members speak up so everyone in room can hear.

II. Introduction to "fishbowl" members:

1. Deal with group concerns:

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*Distributed by BNA Films, The Bureau of National Affairs, Inc. , 5615 Fishers Lane, Rockville, Maryland 20852

- a. I'm here to facilitate group discussion and hopefully learning. I'm no more an authority on supervision or management principles than you, and one of you may happen to be such an authority. So, speak to each other rather than to me.
- b. Listen carefully and try to fully understand what each member says. Rather than rejecting or taking issue with another member's statement, relate it to your store of knowledge or experience.
- c. Test any stated principles or perceptions against your own frame of reference, such as your own knowledge of leadership principles, your experience, your values, attitudes, or beliefs. State any difference in terms of your own frame of reference.
- d. Feel free to express your perception and feelings as to how our group discussion itself goes. If it's not meeting your needs or expectations, if you feel confused, defensive, bored, turned on, insightful, or react in any other way with feeling - say so!
- e. Try to speak to the subject that most of the others seem interested in or concerned with. Deal with one subject at a time.

2. Time:
Although discussion time is limited to 25 minutes, see if we can get involved, with some degree of depth, in at least two areas which relate to principles of leadership, supervision, or management.

3. Introduce the film:
   - a. It can be looked at as a story - vignette of life.
   - b. It can be looked at as a performing art - credibility and skill of acting.
   - c. It can be looked at as a behavioral demonstration of leadership, supervision, or management situations that might occur in the wilderness, in a factory or office, in a rehabilitation setting, or right here in this group.
   - d. As you watch the film try to overlook the story; overlook the credibility and skill of acting, and instead, try to perceive leadership, supervisory, or management behavior.
   - e. Try to relate your perception to what you know about principles of leadership, of supervision and management. Also, try to relate your perceptions to your own experience in these same three areas.
   - f. The story essentially involves five men in the wilderness, cut off from civilization, and what they do to try to get back - how they relate with each other.
   - g. As you watch the film observe behavior relating to leadership; analyze how they set goals; what about commitment to

goals; see if they apply management principles which relate to planning, organizing, directing, and controlling; does the film suggest principles relating to guilt or blame; authority and responsibility; conflict; coaching and developing; principles of interpersonal competence; are there dynamics which relate to principles of subordinacy.

III. Project the film:

IV. Small Group Discussion:

1. List on conference pad the principles that members perceived in the film.
2. Have the group select one principle or episode to discuss and deal with.
3. Are there differences in members' perceptions, attitudes, or values relating to the episode. List some.
4. Would group members behave the same or differently than film characters.
5. What are some likely consequences of such behavior. (Possible opportunity to role play differing points of view.)
6. Can we generalize from our discussion any common agreement on principles applicable to situations we face on the job.
7. Have group select another principle or episode to deal with and follow steps above.

V. Evaluation:

Did members of the small group get from this exercise in the use of a film any new knowledge, any change in attitude, any different perception relating to principles of leadership, supervision, or management? If any, list on pad. What principles, if any, were confirmed through this exercise? List on pad.

VI. Total audience reaction:

Ask total group to react to this demonstration. What are some of the things members of total group got from the demonstration.

VII. Evaluation of facilitator's role:

If time permits discuss how facilitator and "fishbowl" members dealt with group concerns of acceptance, data flow, goal formation, social control.

VIII. Bibliography related to principles portrayed in film:

1. Leader's Guide to the Challenge of Leadership, BNA Films, Inc.
2. "The Dynamics of Subordinacy," Abraham Zaleznik, Harvard Business Review, May-June, 1965.

3. "The Human Dilemas of Leadership," Abraham Zaleznik, *Harvard Business Review*, July-August, 1963.
4. "Conflicts in Human Values," Robert N. McMurry, *Harvard Business Review*, May-June, 1963.
5. "Because Wisdom Can't Be Told," Charles I. Gragg, *Human Relations and Administration*, Kenneth Andrews (ed.), Harvard University Press, 1953.
6. *How to Be a Leader*, BNA Film, Inc. (A handout for discussion participants.)

APPENDIX H-II

DEMONSTRATION ON USE OF FILM

Handout at IRS Meeting
St. Louis, Missouri, May 20, 1970

Purposes for the session:

1. To demonstrate the variety of ramifications to which a film may lend itself. This thirteen minute film, "The Challenge of Leadership," distributed by BNA Films, The Bureau of National Affairs, Incorporated, 5615 Fishers Lane, Rockville, Maryland 20852, portrays behavior relating to management principles such as leadership, setting group goals; planning, organizing, directing, controlling; guilt or placing fault; conflict; authority and responsibility; commitment; coaching and developing; as well as other principles.

2. To demonstrate the "fishbowl technique", an opportunity for a large group to become intellectually or cognatively involved (observe learning taking place) as a smaller group (10 people) is actively and emotionally involved in a learning experience.

3. To demonstrate the potential of the facilitator's role in working with the smaller group as they relate principles, their own experience, their values, attitudes, and beliefs to their perceptions of the film.

4. To demonstrate the effect of individual differences; that each member of the group, including the facilitator, starts from a different base: age, experience, knowledge, culture, attitudes, values, beliefs, openness to experience. That each, including the facilitator, will take from this learning experience something different. In other words, the individual who may need this training the least is least likely to take away any new knowledge or behavior, altered attitudes or values, but he is quite likely to have his knowledge, his experience, values, and beliefs confirmed. This can be reinforcing. This individual can make a considerable contribution to others members of the group during the demonstration.

The individual who may need the knowledge related to this learning experience the most, whose present attitudes, values, and behavior are most limiting to his effectiveness as a leader, supervisor, or facilitator potentially can take away the most, or under some circumstances the least, if he has limited flexibility of perception; if he has difficulty being open to his experience; if he is uncomfortable or has difficulty recognizing his own and others' feelings. Such a person may need individual help, particularly if his relationships with his subordinates and others limit their performing at an optimal level of efficiency.

5. To demonstrate the effect of empathy, genuineness, acceptance and/or warmth, concreteness, and self-exploration--or lack of these--on each small group member's learning experience.

6. If time permits, to analyze group concerns about acceptance, data flow, goal formation, and social control and how these were dealt with in the small group.

APPENDIX I-I

ANNUAL WORKSHOPS ON METHODS AND STANDARDS FOR GUIDANCE, TRAINING, AND PLACEMENT and INSTITUTE ON REHABILITATION SERVICES PUBLICATIONS

Loan copies of GTP workshops and IRS publications are available from:

Division of State Program Administration
Rehabilitation Services Administration
Department of Health, Education, and Welfare
Washington, D.C. 20201

The Clearing House at Oklahoma State University is in the process of trying to obtain a full set of GTP workshop reports and multiple copies of the IRS publications. It is hoped that at least one copy of each report can be made available on a loan basis. For further information please contact:

The Clearing House
Rehabilitation Counseling Training Program
Oklahoma State University
Stillwater, Oklahoma 74074

APPENDIX I-II

ANNUAL WORKSHOPS ON METHODS AND STANDARDS
FOR
GUIDANCE, TRAINING, AND PLACEMENT

(all publications out of print)

First GTP (1947)

1. "First Annual Workshop on Methods and Standards for Guidance, Training and Placement"

Second GTP (1949)

1. "Second Annual Workshop on Methods and Standards for Guidance, Training, and Placement"

Third GTP (1951)

1. "Third Annual Workshop on Methods and Standards for Guidance, Training, and Placement"

Fourth GTP (1951)

1. "Fourth Annual Workshop on Methods and Standards for Guidance, Training, and Placement" (Supplements One, Two, and Three)

Fifth GTP (1952)

1. "Total Evaluation of the Client" (Part I)
2. "Rehabilitation of the Mentally Retarded and Emotionally Disturbed" (Part II)
3. "Rehabilitation Programs for the Homebound" (Part III)

Sixth GTP (1953)

1. "Diagnostic Guides, Team Approach, Sheltered Workshops, Casework Supervision" (Part I)
2. "Community Organization, Small Business Enterprises, Marketing, Rural Projects" (Part II)
3. "Rehabilitation of the Emotionally Disturbed and Mentally Retarded" (Part III)

Seventh GTP (1954)

1. "Counseling and Placement; Eligibility" (Part I)
2. "Casework Supervision in Vocational Rehabilitation" (Part II)
3. "Vocational Rehabilitation and Public Assistance Cooperative Programs" (Part III)

Eighth GTP (1956)

1. "Rehabilitation Counselor Training" (Part I)
2. "Manual of Case Materials" (Part I-Supplement 1)
3. "Counseling and Placement; Eligibility" (Part II)

Ninth GTP (1956)

1. "Counselor Services, Eligibility, Business Enterprises" (Part I)
2. "Community Resources, Occupational Information, Placement" (Part II)

Tenth GTP (1957)

1. "Utilization of Rehabilitation Facilities" (Part I)
2. "Handbook on Placement; Small Business Enterprises" (Part II)

Eleventh GTP (1958)

1. "Supervisory Training, Counselor Training, OASI Referrals, Business Enterprises" (Part I)
2. "Rehabilitation Facility Relationships" (Part II)

Twelfth GTP (1959)

1. "Supervisory Training of Non-Employed Closures" (Part I)
2. "Rehabilitation of the Older Client" (Part II)

Thirteenth GTP (1960)

1. "In-service Training; Group Leadership" (Part I)
2. "The Older Client; OASI Referrals; Small Business Enterprises" (Part II)

Fourteenth GTP (1961)

1. "In-Service Training; Professional Publications" (Part I)
2. "Operational Research, OASI Referrals, Small Business Enterprises, Group Leadership Training" (Part II)

Fifteenth GTP (1963)

1. "In-service Training, Independent Living, Operational Research, Small Business Enterprises, Group Leadership"

APPENDIX I-III

INSTITUTE ON REHABILITATION SERVICES PUBLICATIONS

First IRS (1963)	Status
1. Case Recording	out of print
2. Medical Consultation	out of print
3. Motivation	out of print
Second IRS (1964)	
1. Medical Consultation	out of print
2. Motivation	out of print
3. Caseload Management	no publication
Third IRS (1965)	
1. Caseload Management	still available
2. Evaluation of Vocational Potential	still available
3. Training Aids and Materials	out of print
Fourth IRS (1966)	
1. Training Methods	still available
2. Evaluation Units	still available
3. Selected Aspects	no publication
Fifth IRS (1967)	
1. Public Information	still available
2. Public Offender	still available
3. Selected Aspects	no publication
Sixth IRS (1968)	
1. Alcoholic	still available
2. Support Personnel	still available
3. Interagency Agreements	still available
Seventh IRS (1969)	
1. Behavioral Disorders	publication in process
2. Terminating Cases	publication in process
3. SSDI Beneficiaries	publication in process

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APPENDIX J

BIBLIOGRAPHY

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